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ABSTRACT

The first of a two part series designed for Teacher Corps staff working with exceptional students addresses topics related to management and programing. Six chapters deal with the following aspects (sample subtopics in parentheses): diagnostic-prescriptive education (individual education program, behavior observation); role of the exceptional child coordinator (interaction with community and school district); school based organization and management (implementation strategies for student assessment, assessment considerations in programing); classroom management (individualization, material selection and organization, classroom discipline); administrator roles (staff development, privacy regulations, P.L. 94-142--the Education for All Handicapped Children Act); and parental and community involvement (parent-school collaboration, parent impact areas). (CL)

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RESPONDING TO VARIABILITY AMONG EXCEPTIONAL CHILDREN

VOLUME I MANAGEMENT AND PROGRAMMING

BY PHILIP H. MANN
AND
VAN DRUMMOND
ROSE MARIE McCLUNG

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A MANUAL FOR TEACHER CORPS' EXCEPTIONAL CHILD EDUCATION: MANAGEMENT AND PROGRAMMING

BY PHILIP H. MANN

AND

VAN DRUMMOND
ROSE MARIE MCCLUNG

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FOREWORD

The 1974 legislative amendments gave Teacher Corps the authority to train interns and teachers to work with children with learning and behavior problems within the regular classroom, especially for acquiring the skills necessary to use diagnostic and prescriptive teaching techniques. This component of the Teacher Corps program, designated as the Exceptional Child Component, was first operative in the second year of the 8th Cycle and, concurrently, in the first year of the 9th Cycle. The legislation of 1976 has reinforced this mission.

The Teacher Corps rules and regulations published in the Federal Register (Vol. 43, No. 37, February 23, 1978), include four outcomes and several key program features. The outcomes stated in these rules and regulations are:

1. Improved school climate that fosters the learning of children from low-income families.
2. An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children in low-income families.
3. The continuation of educational improvements (including products, processes, and practices) made as a result of the project, after federal funding ends.
4. The adoption or adaptation of those educational improvements by other educational agencies and institutions.

The key program features stated in these rules and regulations include diagnostic-prescriptive teaching.

> §172.62 School objectives.
>
> (a) Each project must include specific objectives designed to achieve the outcome under §172.60(a) (improved school climate) in each of the project schools. These objectives may include curriculum, organizational, or other changes that affect an entire school. All project schools must jointly participate in the development of these specific objectives.
>
> (b) In addition to the objectives under paragraph (a) of this section, each project school must have objectives designed to:
>
> (1) Improve the competency of all educational personnel employed by the project schools (and the teacher-interns) to provide education that is multicultural and to be knowledgeable of and sensitive to the needs of diverse cultures, regardless of the pupil population served by the project;
>
> (2) Improve the competency of these educational personnel, the teacher interns, and the project schools, to deal with a wide range of variability in children; and
>
> (3) Provide all educational personnel employed by the project schools (and the teacher-interns) with the opportunity to improve their competency to identify children with learning and behavior problems, diagnose the special needs of those children, and prescribe learning activities to meet those needs.

Activities determined pertinent to the implementation of effective approaches to exceptional child education include the following major concerns:

- The development of nonlabeling and culturally unbiased processes and instruments for the assessment of student aptitudes and achievement.
- The development of criteria for educators to acquire the competencies necessary to work more effectively with students with learning and behavior problems in

the regular classroom and to diagnose and prescribe the educational programs necessary for the educational growth of these students.

- The organization and implementation of classroom management patterns to assure individualized instruction, flexible grouping, and team teaching in order to provide the widest possible range of student educational opportunities.
- The involvement and training of parents and individuals in the community to work with special and regular teachers to assure optimal educational linkages between home and school.
- The exploration of ideas with deans of schools of education, school principals, and other administrators in areas that would lead to the improvement of procedures and services for students with unmet needs.

The Education for All Handicapped Children Act (P.L. 94-142 enacted in 1975 and to be fully implemented by 1982), which provides that all students with special needs be educated "in the least restrictive environment," further amplified the need for attending to the needs of exceptional children within Teacher Corps projects.

A publication, Teacher Corps, developed by the Teacher Corps Recruitment and Referral Center, University of Southern California at Los Angeles (Contract USOE No. 300-75-0103, 1976) states the following:

> Children who have learning and behavior problems need not be isolated from other children, especially if teachers are able to accommodate a

> range of differences in their classrooms. Teacher Corps trains interns, teachers, and teacher aides to individualize instruction, to encourage children to help each other, to try new methods and materials, and to use effective classroom techniques. When teachers can demonstrate confidence in students, then students are likely to learn more, feel better about school and feel better about themselves. (page 22)

In response to this concern, Teacher Corps projects have devoted part of their resources toward developing models that have applicability in any educational setting where students who exhibit variability are educated. The setting may include regular and special classrooms as well as all the instructional alternatives presently existing within these environments.

This Manual reflects an extrapolation of best practices from the exceptional child education aspects of a sample of Teacher Corps projects. The Manual is also a compilation of practices that were extrapolated from the current literature as well as exemplary elements from other educational programs throughout the United States. The general theme addresses the area of educating students exhibiting a broad range of variability in regular classrooms.

The reader will find information that can be directly applied to programming for students in public schools. To this extent the format is designed for functional utilization allowing individuals to glean from different sections of the Manual ideas that respond to their particular concerns and needs.

Chapter 1 addresses diagnostic-prescriptive education as an orientation toward meeting the needs of students with learning and behavior problems in regular classrooms. Examples of how Teacher

Corps projects have dealt with this area as well as specific suggestions for how to plan and implement this type of program are offered.

Emphasis in Chapter 2 is on how special educators working with general educators can develop more collaborative relationships with resultant effective programming for students.

Chapter 3 concerns school based organization and management, suggesting several alternatives regarding programming and the delivery of services on a continuum. Educators can incorporate the principles discussed in this chapter into their own programs or adapt as necessary those elements that are appropriate for their particular needs.

Chapter 4 examines classroom management and includes suggestions for how classrooms can be set up for more effective instruction for students exhibiting a broader range of variability. Different types of classroom organization patterns are discussed including flexible grouping, team teaching, and Individual Guided Education (IGE). Emphasis within these organization patterns is placed on strategies for integrating students exhibiting special needs into general education classes.

Chapter 5 emphasizes the administrators' role and discussion centers around administrative responsibility in promoting collaboration and in the development and implementation of staff development strategies. Information is given regarding the administrators' role in diagnostic-prescriptive education and responsibility in areas dealing with school privacy regulations and Public Law 94-142.

Chapter 6 addresses parental and community involvement in areas dealing with students with special needs as well as the gifted.

Parental involvement in planning and in actual participation in school programs serving children with special needs is discussed.

Finally, a comprehensive bibliography and accessibility checklist for students with special needs are included. These can be used as educators plan for the improvement of services for students exhibiting special needs in regular classrooms.

Having had an opportunity to witness the needs of others through onsite experiences and an analysis of concerns in Teacher Corps projects, those who participated in the development of this Manual have tried to share this information in a meaningful manner. To the extent that these experiences are in fact presented in a meaningful and usable manner will only be determined by how this volume is utilized to the benefit of children.

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CHAPTER 1

DIAGNOSTIC-PRESCRIPTIVE EDUCATION

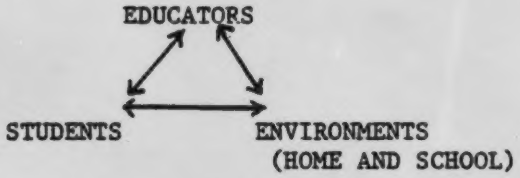
Focus on diagnostic-prescriptive education, as well as recent events with respect to programming for students with special needs (P.L. 94-142), is encouraging the local schools to reassess education competencies for all teachers. All educational personnel should have an opportunity to improve their competencies to identify students with learning and behavior problems and to prescribe learning activities to alleviate or eliminate those problems. The demand for a broader scope of training for teachers will have to be met. The institutions of higher education are feeling the demand to respond immediately to provide this training. It is at the administrative level (e.g., deans and chairmen of departments in collaboration with superintendents of schools and their staff, and principals) initially that the decisions will need to be made for the kinds of training that will be offered.

Administrators, particularly at the local building level, and general educators have entered into cooperative efforts with special educators so that students will profit from comprehensive services that are in keeping with their specific needs. In order to accomplish this, collaboration is necessary so that educator attitudes and school based programming would change to accommodate the needs of the students.

The community, through parents who represent diverse cultural backgrounds and socioeconomic levels, has become more aware of the potential for improvement within the educational system. In effect, community input into the system has resulted in more accountability and documentation of educational practices.

IMPORTANT VARIABLES

Diagnostic-prescriptive education is one orientation toward the understanding of learning styles within the context of the environments in which students learn. Its goal is the determination of the kinds of interrelationships and correlates that foster productive learning. Within these context, educators also attempt to discover those elements or variables that inhibit or vitiate growth and development. These counterproductive variables are reduced or removed in an attempt to establish effective learning climates. We must examine the dynamic relationships that exist between the following:



Ron Edmonds states that it is the interaction of students coming from particular home environments with particular school environments and with particular teachers that essentially determine behavior and learning (Edmonds, 1979). There are several variables in dealing with behavior from a diagnostic-prescriptive frame of reference that can be manipulated or modified. They include:

1. Changing or modifying the behavior of the student.
2. Changing or modifying the behavior of the teacher (educator).

3. Changing or modifying the environment (program, room, materials, home, etc.).
4. Any combination of 1, 2, or 3.
5. Provide no change at all.

The answer to resolving problems lies in the ability of school personnel to determine which areas need to receive what levels of emphasis. Too often the wrong areas are selected and emphasized.

The process of diagnostic-prescriptive education is a means by which educators can understand the reasons for the behavior that is observed in students. In attempting to determine cause-effect relationships, many educators have discovered that the reasons for aberrant behavior, for example, are not all confined to the students themselves or to the students' homes. The school may be a contributor and often is, in not responding early enough to the signs of failure and disillusionment in students exhibiting unmet needs. There are problems to be resolved and provisions to be made for which answers can be acquired through a precise analysis of student behavior. There are many reasons for a particular student's behavior that are difficult to pinpoint. Educators are responsible for decoding and accepting information that is cogent and rejecting hearsay and idle speculation.

We know that students perform better under certain conditions. How tests are administered, for example, by what type of individuals, and under what conditions are important variables in terms of the validity and reliability of the diagnostic information. Diagnosis in the final analysis is only as valuable as its application to improving education programs for students. The quantity of assessment, that is how much testing is necessary, may not be of critical importance. Emphasis in diagnosis should be placed on specificity and preciseness, i.e., what is the primary problem and what methods can be used to study the areas of concern quickly and accurately. The quality of the analysis is important as well as getting essential information.

The key descriptors for diagnostic-prescriptive education, therefore, are preciseness, problem solving, and determining cause-effect relationships. Preciseness is crucial to determining how individual learning characteristics are identified and programmed for. Problem solving is important in terms of matching environmental factors with student needs for more effective learning. Cause-effect relationships are considered because of the need to understand antecedent behavior and the effects of differential responses to students' needs as they learn in day-to-day activities.

Paramount to the concept of diagnostic-prescriptive education are the areas of student assessment and individual education programming. There is a great need for promoting the kind of observation and assessment that will result in improved learning climates. The diagnostic-prescriptive approach represents a movement away from grouping students according to the traditional norm-referenced levels with resulting labels to criterion-referenced assessment that can be utilized for individualized educational programming. Assessing the achievement levels of students for norm-referenced purposes (e.g., grade level(s), quartiles, percentiles, standard grading systems) is not enough. Criterion-reference is also necessary and is defined as a method of determining the level and quality of an individual's performance in relation to specific instructional objectives or criteria. Students must also be assessed from a developmental (criterion-referenced) point of view in terms of their skills in the different areas of content including the critical areas of language and computation. Cultural diversity must be a consideration in all student assessment.

Teachers who are responsible for student activity for most of the school day are in the best position to describe learner characteristics as they observe students in day-to-day activity. They may need help in the interpretation of behavior, but their observations of behavior are probably the most accurate indicators of where problems may be occurring. This does not negate the value of more formal evaluation, e.g., "tests". It is a matter of perspective and interpretation. It is felt that teachers, as primary sources of information about learner behavior, should be supported in the diagnostic process by additional input from other professionals as necessary. There is a movement away from the mechanistic process of using "test batteries" or just "sampling behavior" to the observation of daily classroom behavior and task analysis of performance in the skills areas. This orientation is especially important for entry level teachers who need to develop good observational skills.

In determining why students perform as they do, it is imperative that the observation of the behavior in the performance of a task be considered to be just as important as the response to the particular task or situation itself. It is important to determine the kinds of conditions that result in optimal performance and the kinds of information that are needed to enhance the learners' educational program. Educators must inhibit the tendency to over-diagnose; that is, spending too much time on finding out why and not enough on doing what needs to be done to improve learning. Assessment, when applied to direct contact with learners, should be imposed in a more humanistic way. Testing that leaves the student with a sense of failure has a deleterious effect on self-concept.

Behavior must be considered within the context of the population that is the frame of reference. Sociocultural differences must be considered as important factors in the process of education and accounted for within diagnostic-prescriptive programming. Cross-cultural education has to account for linguistic differences, cultural diversity, and consider economic class distinctions. Individuals exhibiting similar problems who come from diverse sociocultural backgrounds do not behave in identical ways. Therefore, the same instructional programs and procedures cannot be uniformly applied to any particular group of students. Teachers should be encouraged to further develop and refine their programs so that students with unmet needs from minority populations will receive equitable consideration in terms of the specification of educational goals and the procedures for achieving these goals. By doing this, teachers will minimize the process of inappropriate labeling. It is often difficult to account for the amount of variability in performance that exists within certain groups of students.

Many feel that the "school" does not have the right to place limits on potential for achievement. Thus, no one person or group of individuals has the moral or ethical right to place a limit on the capacity of any learner regardless of devices used. Future behavior can only be inferred. Present behavior is all that can be documented. It does provide a teacher with a beginning point. Programming, therefore, should reflect a response to present behavior and present needs. There is a danger that diagnosis or any other form of assessment can be used to delimit a student's future in terms of education. If not checked, this practice could result in diminished opportunities for more advanced education for some students. Many educators are exploring the concept of aptitude as opposed to capacity as a basis for educational programming. To this extent students may be viewed as exhibiting an ability or inability to adapt to a particular program instead of lacking the capacity to learn. Aptitude in terms of how students learn by a given instructional approach may be of primary consideration. The instructional approach, therefore, becomes the vitiating factor rather than the inability to learn.

DIAGNOSTIC-PRESCRIPTIVE EDUCATION IN TEACHER CORPS PROJECTS

Several aspects of student assessment practiced in the Teacher Corps projects visited stand out. First, is the degree to which programs have attempted to bring assessment back into the classroom. In a sense, assessment has been mainstreamed. Many conceive student assessment as an informal, ongoing, and observational process. Second, student assessment devices are understood to be tools to be used in various ways mainly as a point of departure for educational programming. The consensus is that one cannot reduce cultural bias simply by eliminating the use of norm-referenced tests. Rather, they are aware that it is the attitudes and behaviors of the individuals doing the assessment that are the critical factors. One important factor is to provide activities by which the type and quality (reliability and validity) of the diagnostic techniques and instruments are closely scrutinized and documented. This approach has resulted in more attention being given to what is really important and relative to teaching students with special needs in regular classrooms.

One of Portland State University's project schools has developed an individualized mathematics program in which all students perform at their own level. The testing for this provides a good example of criterion-referenced assessment. This school along with the individualized mathematics program has a Reading Lab that includes a diagnostic-prescriptive sequence.

One of the mini-courses developed at the University of Maine, Farmington was oriented around criterion-referenced assessment. The topics covered in the mini-course included:

1. Identifying differences between norm and criterion-referenced testing.
2. Becoming more familiar with how criterion-referenced data might be used.
3. Identifying skills and objectives within an instructional area.
4. Determining an appropriate level of performance for each objective identified for a particular area.

5. Devising appropriate test materials to determine a student's performance on each objective.
6. Establishing a record keeping system with which to plot and analyze each student's level and progress.

At Michigan State University some of the culture-free or cultural specific aspects of children were assessed. Characteristics of children that were found to be less confounded by cultural bias were adaptive behaviors and styles of learning. The general assessment strategy of observation was used in several programs, hence allowances could be more easily made for the unique and idiosyncratic aspects of any particular situation than with formal assessment devices. The data from an observer as well as results of formal tests were in some instances organized in case studies. This allowed all of the influences on a student to be taken into account and also set the stage for the longitudinal comparison of abilities and needs. In this particular program, parents were trained to help in the assessment of the communication skills of preschool youngsters.

Many agree that using identification of strengths and abilities as the focus of an evaluation tends to diminish the need for pejorative labels. In addition, it leads to a more comprehensive specification of goals and objectives for a student. A related issue treated in several programs was the identification of giftedness. Achievement and grades were previously the most common indicators of giftedness. An innovative approach to the assessment of giftedness involved a form of self-report methodology. Students were provided a variety of opportunities including a written questionnaire by which they can indicate that they might be able to benefit from accelerated intellectual input. Self-report is, of course, a methodology that can be used to assess self-concept and other psychological factors relevant to learning.

Another important variable is the involvement of parents in the assessment program. Procedures for contacting parents both before and after assessment should be well specified and carefully monitored.

Implicit in most assessment programs is the emphasis being placed on multiple assessment instruments. Individuals are attempting to garner as wide a data base as possible before drawing any conclusions about a student. The presentation of many and varied stimuli allows the students the greatest opportunity to demonstrate their abilities and those areas in which improvement is needed.

The University of Nebraska at Lincoln used Piaget's developmental levels as a basis for diagnosing learning styles and matching teaching methods to them. Other aspects assessed in students are in such areas as peer relationship skills, authority relationship skills, and self-concept. This project outlined their approach to diagnostic-prescriptive education as follows:

- The focus is on the learners. Teaching is defined as the ability to bring about desired learning outcomes in students.
- Diagnostic-prescriptive teaching is a process containing four parts that are necessary for successful learning: (1) diagnosing learner needs,

(2) establishing desired learning outcomes,
(3) planning and implementing prescriptions,
and (4) assessing learning outcomes and program evaluation. Parts one and two blend together and usually are done simultaneously, starting with broad goals and needs, moving to objectives and assessment of present level of proficiency, and finally to pinpointed needs, specific learning outcomes, and assessment indicators. Each part has several elements enabling the process to be flexible in sequence and emphasis.

- The teacher is the diagnostic-prescriptive leader, but should involve learners, parents, teaching teams, trainees, aides, and other community and school resources in the process.
- Competencies found in the program's competency-based teacher education model relate directly to the diagnostic-prescriptive model; some directly and others indirectly.

Contracting between teacher and learner figures heavily in the process. Research done at the project indicates that with the exception of gifted students, students in targeted groups (e.g., low-income, ethnic minority, potential dropouts) were disproportionately included in the group of students with contracts. That is, the program was successful in zeroing in on students with unmet needs. The fact that this was not true for gifted students suggests a warning that they should not be forgotten when such programs are developed. Among other findings of this project was the fact that achievement of learning outcomes increased as the diagnostic-prescriptive programs continued. During the last semester studied, 98% of objectives were reached for individual contracts. The figure was somewhat lower for group contracts. The data also indicated that outcomes were achieved in all areas of instruction which included attitudes and work habits, skill development, and knowledge/understanding.

At Norfolk State College various workshops and other sessions for pre- and inservice training focused on diagnostic-prescriptive methods. The objectives of these sessions were:

1. To strengthen the diagnostic and prescriptive teaching skills of participants for use in the regular classroom or team teaching setting.
2. To make participants aware of alternative teaching strategies and materials that are available for use with exceptional children.
3. To encourage the use of diagnostic and prescriptive teaching with all children.
4. To present information about the common types of exceptionality.
5. To provide activities appropriate for the implementation of presciptions made by participants after careful diagnosis.
6. To provide opportunities to examine and administer diagnostic measures.

7. To provide opportunities to examine and use audio-visual aids selected to assist in the instruction of children with special needs.
8. To assist participants in dealing with a wide range of student variability in the regular class.

A step-by-step plan for organization of individualized instruction has been devised. It outlines the series of operations necessary for successful individualization of instruction. These steps are as follows:

1. Set up curriculum objectives.
2. Collect appropriate instructional materials.
3. Diagnose - pretest.
4. Prescribe.
5. Arrange learning spaces.
6. Implement classroom management system.
7. Post-test.

This approach has been successful because it demonstrates how classroom management techniques are a crucial aspect of the diagnostic-prescriptive process. Emphasis must be placed on what is actually done with the student to teach the skills which are lacking. If objectives are not attained after Step 7, the student's needs are reassessed, and Steps 4 through 7 are reinstated. If the objectives are attained, the next skill or level in the subject matter is considered and Steps 3 through 7 are reinstated. As indicated, there is no end to the process and higher levels of attainment can always be considered.

Portland State University is attempting to meet the needs of all students via a specific teacher preparation program which prepares teachers to:

Diagnose - Diagnose the learning, emotional, and physical characteristics of the pupils.

Prescribe - Specify learning and teaching objectives in terms of observable pupil behavior.

Use knowledge of subject matter (its fundamental concepts and methodologies) to select and structure relevant learning for pupils.

Plan sequence, structure, and organization of a variety of learning activities.

Implement - Implement teaching strategies that are consistent with the learning objectives.

Evaluate - Use measures of the classroom learning environment and behavioral change in pupil as criteria for evaluation.

SUMMARY

An important aspect of education renewal is the continuing process of developing the necessary skills required to identify strengths and weaknesses in students who manifest a variety of learning or behavior problems. Diagnostic-prescriptive education is oriented toward understanding how to use diagnostic information along with the available alternatives necessary for teaching these students. The diagnostic-prescriptive approach to educating students implies that the programs for students will be based on appropriate and individualized evaluation. Primarily, however, the approach is used to determine through task analysis what it is that students need to accomplish to succeed in schools. By delineating the critical skills necessary for success in the academic areas, the teacher trained in the use of this approach can then identify students' abilities in their given tasks.

At another level, those in higher education need to provide instructional alternatives to their trainees (preservice and inservice) so they will be effective in different school settings with changing populations of learners.

CHAPTER 2

EXCEPTIONAL CHILD COORDINATOR

Special education programs in general as well as those in Teacher Corps deal with students with learning and behavior problems in regular classrooms. These programs should be coordinated by individuals trained in special education. The person, titled Special Education Coordinator, in Teacher Corps projects plans for special and regular education personnel to come together in workshops, courses, seminars, and other related activities.

The organization of the Exceptional Child Education area has focused on the role and function of a Special Education Coordinator as part of the central staff of a Teacher Corps project. The same role can be delineated for a Special Education Coordinator in systems that do not have Teacher Corps projects. The Special Education Coordinator role is described in the generic frame of reference within this chapter. The function of this individual is to design and implement patterns of collaboration between special and regular educators at the institution of higher education, local education agency, the school, and the classroom levels to insure the necessary instruction and support for students with special needs including the gifted in the regular classroom.

The Special Education Coordinator plays an important role in working with local education agency administrators in the development and implementation of mainstream oriented programs for students. The Special Education Coordinator, although not necessarily responsible for providing training personally, coordinates efforts by which other special educators can make training available to local school personnel and institution of higher education faculty in areas dealing with students with special needs including the gifted.

Foremost in the effective organization and management of any project is the delineation of roles and responsibilities and the determination of possible linkages that can be developed and nurtured among the different arenas for the most desirable outcomes. By serving as an "educational broker," the Special Education Coordinator collaborates with representatives from many role groups to develop a range of innovative activities that will impact institutions as well as the students they are ultimately designed to serve.

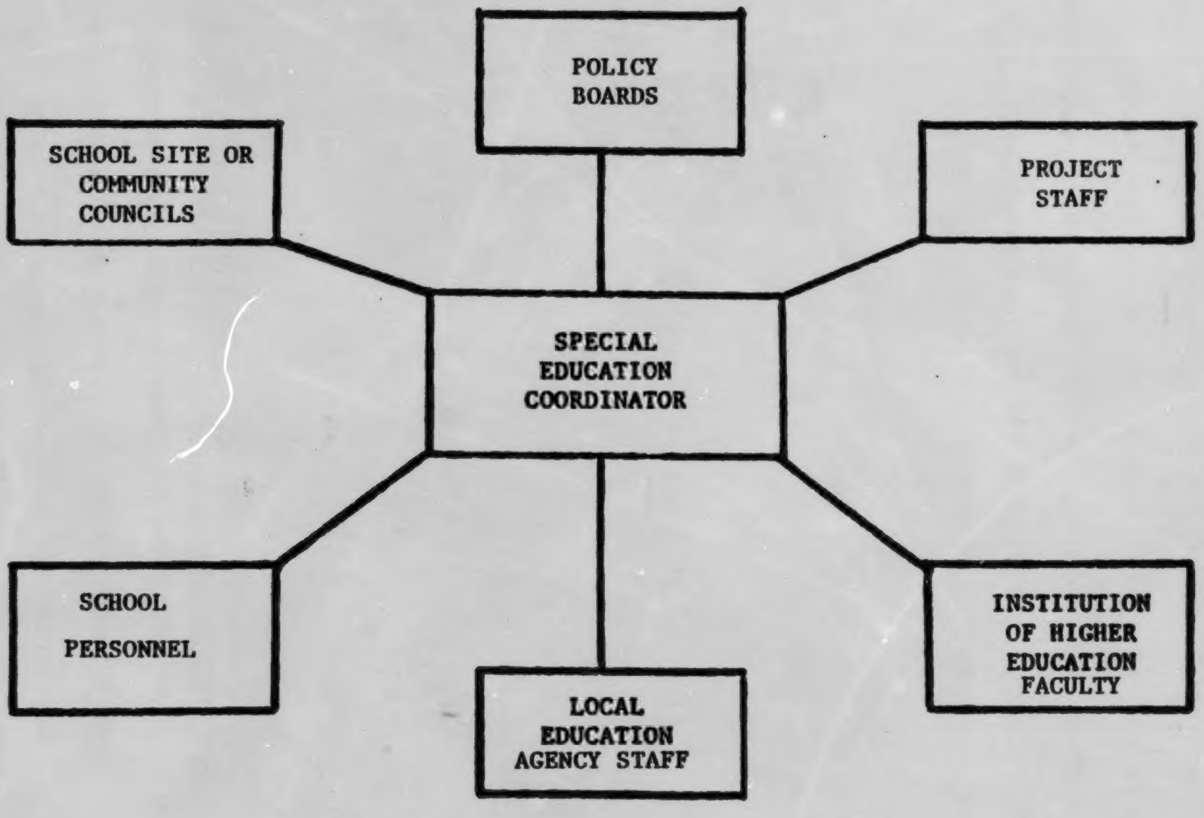
Figure 2.1 is a graphic representation of the various individuals that can be utilized for general planning and for delineating the role of the Special Education Coordinator. It depicts the Special Education Coordinator and the possible relationships that could be established as collaborative efforts for addressing particular areas of programmatic concern.

The following are general characteristics of those who have assumed the role of Special Education Coordinator:

1. Competent in one or more areas of Special Education.
2. Experienced in teaching nonhandicapped students as well as those with special needs.
3. Well-grounded in learning theory.
4. Skilled in working effectively with students, other educators, parents, and representatives from the community.

Figure 2.1

PERSONNEL PLANNING RESOURCE CHART FOR ORGANIZATION AND MANAGEMENT


POLICY BOARDS
SCHOOL SITE OR COMMUNITY COUNCILS
PROJECT STAFF
SPECIAL EDUCATION COORDINATOR
SCHOOL PERSONNEL
LOCAL EDUCATION AGENCY STAFF
INSTITUTION OF HIGHER EDUCATION FACULTY

5. Exhibits a flexible approach to educating students with unmet needs including those with special needs and the gifted.

6. Able to work with institution of higher education and local education agency faculty in planning and launching faculty development and participation activities.

7. Understands the objectives for the education of exceptional learners and advocates collaboration between regular classroom and special education personnel to meet the special needs of students.

8. Able to conceptualize and translate ideas to effective practice.

SPECIAL EDUCATION COORDINATOR INTERACTIONS

The Special Education Coordinator interacts with others in developing activities that reflect the needs of all of the participants of a particular program. This accrues benefit to the project in terms of training information, material dissemination, and institutionalization of program elements in the school system, the institution of higher education, and the community.

Degree of interaction of the Special Education Coordinator with different individuals may differ from program to program. In Teacher Corps, for example, project staff generally includes the following individuals: Project Director, Program Development Specialist, Community Coordinator, Team Leader. The following general areas of interaction generally prevail.

1. Collaborating with the project staff in planning and coordinating activities for students with special needs as well as the gifted.
2. Consulting with the Project Director in areas dealing with preservice and inservice training.
3. Consulting with the Program Development Specialist in developing courses, seminars, modules, and workshops that are designed to provide project participants at all levels with information dealing with particular concerns relative to students with special needs.
4. Working with the Community Coordinator in designing specific information sharing packages for parents of both handicapped and nonhandicapped students enabling them to better understand the implications of P.L. 94-142 and the kinds of services that are available through school, community, and project activities.
5. Working collaboratively with the Team Leader who is responsible for the training and experiences of the interns.
6. Working with interns and teachers in the project schools to provide instruction as well as opportunities for observation in the different areas of exceptionality through visitations to area agencies offering services for exceptional children.

Throughout these working relationships the responsibility of the Special Education Coordinator is to involve other special educators in constant collaboration with regular educators.

Special Education Coordinator at the Institution of Higher Education

The Special Education Coordinator may function as a member of the faculty of an institution of higher education. As a member of a Special Education program or related area, the coordinator is responsible for developing activities that will result in collaboration among professors. It is particularly important that the coordinator plan for opportunities to involve other special education faculty in the local schools (e.g., by offering courses, modules, workshops, and institutes as well as developing materials and facilitating meetings).

It is imperative that the Special Education Coordinator have a good working relationship with and access to deans and other administrators within the aegis of the institution of higher education. The Special Education Coordinator must avail himself or herself of every opportunity to be involved in programs that will result in long term institutional impact in areas dealing with training. The Special Education Coordinator is in a position to play an important role in the whole process of facilitating collaboration at the institution of higher education.

The following are general activities that were extrapolated from programs and illustrate the Special Education Coordinator's role at the institution of higher education.

1. Planning and initiating activities for staff development at the institution of higher education in areas dealing with students with special needs.
2. Planning and initiating courses, modules, and workshops, utilizing institution of higher education staff.
3. Sharing information with deans, department chairmen, and other faculty members in areas related to exceptional child education.
4. Strengthening of linkages among the different departments within a school of education and across disciplines through the activities related to the exceptional child education.
5. Planning for training of interns and for the development of competencies for regular educators which enable them to be more effective with students with special needs including the gifted in regular classrooms.
6. Planning activities that would result in a continuum of training programs extending from preservice through inservice education in areas dealing with students with special needs.

A sample of characteristics, outcomes, and activities that illustrate the interactive role of the Special Education Coordinator with deans, and other faculty members at specific Teacher Corps projects are noted as follows:

— The collaboration between special education, secondary education, and education technology faculty was a unique characteristic of the Arizona State University program. A nine member professional development committee met with the dean and the Teacher Corps staff regularly to plan courses and to respond to recommendations from other task forces set up by the Teacher Corps project. One group, the staff development task force, that included parents, regular and special educators, administrators, paraprofessionals, interns, and Teacher Corps staff, met with university faculty to examine competencies and recommend inservice activities. The coordinator and other Teacher Corps staff also provided a variety of special education courses and workshops, and planned practical experiences for interns. Particular emphasis was placed on individualized instruction.

— Several professors in Special Education at the University of Maine, Farmington, developed a series of mini-courses as an alternative inservice delivery system. The courses, delivered onsite, enabled the Special Education Coordinator to individualize the response to the specific needs of teachers, aides, parents, and administrators in a small rural project school. The mini-courses address various areas of exceptionality and provide general educators in schools with a framework by which they can better understand the needs of students with special needs in their classrooms.

- The University of Portland, through a Dean's Grant from the Department of Special Education and the Teacher Corps project, faculty members have been involved in developing a procedure for general coordination of the exceptional child program content with other regular college methods courses for teachers. The Special Education Coordinator was the principal writer and facilitator working with other faculty in the planning and developing of course material in diagnostic-prescriptive education.
- An individual in the Special Education Coordinator's role at the University of Texas, El Paso, exhibited strengths not only in areas of special needs, but also in an understanding of the southwest cultures. A multicultural approach to understanding the problems of students with special needs was facilitated. The dean stated that "Bilingual education is connected with special education. The central theme of our American heritage is the importance of the individual person."

— At San Diego State University a coordinator, working with school of education department chairmen and others in the school of education, jointly planned a special education competency based training sequence. This served as a training activity for the interns and also as a pilot study for developing special education teaching competencies for regular education teachers.

Special Education Coordinator and the School District

The effectiveness of the Special Education Coordinator is to a large extent determined by the receptiveness of the local school district to change. It is imperative that this individual be involved in a broad scope of activities that include relationships with the school staff, parents and community, and with central office administrators.

The central office of the school district establishes the parameters that directly affect the types of educational services that will be available and the ways these educational services are delivered in the schools. Public Law 94-142 imposes regulations that have had immediate effects on the whole process of planning and administration of programs for both students with special needs and for the educators responsible for providing the services. After perusing the data from several programs, two primary areas of emphasis were identified as a part of this legislation:

1. Compliance which involves the implementation of due process, student assessment, programming, and placement procedures.

2. Provision for training activities for all appropriate school personnel that corresponds to the mandated changes in keeping with compliance to the legislation.

The Special Education Coordinator, in collaboration with central office staff should participate in the following kinds of activities:

1. Develop a model for planning to meet the needs of handicapped students in the regular classroom.
2. Plan activities for different groups of individuals in school systems (e.g., administrators, teachers, parents, and paraprofessionals.)
3. Extend the planning process to include the administrative hierarchy of the institution of higher education, state department of education, and local school board members.
4. Monitor the continuous input from central office personnel and modify training and other school based activities accordingly.
5. Translate the model developed in the feeder schools (elementary-middle-secondary) through the auspices of the central office staff to other schools within the district.
6. Develop an advocacy system from among central office staff for exceptional student activities.

7. Organize existing central administration resources and utilize central office staff for support of program development and for the institutionalization of exceptional child education elements within the total school system.

At the school level, contact individuals for the Special Education Coordinator in Teacher Corps projects include administrators, the Program Development Specialist, the Team Leader, and the interns as well as the teachers. The Special Education Coordinator has to establish his or her specific roles and responsibilities. These responsibilities could entail a variety of activities including planning with teachers and staff, providing inservice training, functioning in a consulting role, and being available to principals who are seeking ways to improve services to students with unmet needs in their schools.

The following are suggested practices regarding the Special Education Coordinator and the local school district.

1. Utilizing other Special Education resources within the local school district.
2. Establishing good working relationships with the central office staff particularly during the planning stages.
3. Developing a close relationship with the building principals and other administrators who set the emotional tone in the project schools.
4. Planning and developing inservice programs for school faculties that are in keeping with

expressed needs related to students with special needs.

5. Functioning as a catalyst in establishing collaborative relationships between regular and special educators in the schools.

6. Providing activities for parents and community that enable them to better understand students with special needs.

7. Participating in planning and instructional activities for interns as well as for other school personnel.

Special Education Coordinator and the Community

The enhancement of the contribution made to education by parents and other community members is an important consideration. A reciprocal contribution, by the school to the community, is also of importance. Collaborative relationships can be developed among school staff members and between school staff and the community for more effective use of community resources. Members or representatives of the community are present on policy boards, community, and other types of school councils.

The main link between the Special Education Coordinator and the community is the individual responsible for coordinating the community activities. It is, therefore, crucial that these individuals work together. This collaboration is necessary to develop procedures that will result in more effective implementation of educational activities that extend beyond the regular school program. The Special Education Coordinator and the Community Coordinator can work collaboratively to insure that the school is responding to community concerns for students who are failing for a variety of reasons. This includes attending to the needs of students who are exhibiting learning and behavior problems within the aegis of general school procedures, those who are part of intervention type programs, and those who are eligible for special education services. The Special Education Coordinator, in collaboration with the Community Coordinator and the Team Leader in Teacher Corps projects, will also have responsibility for providing interns with experiences and techniques that will enable them to work more effectively with parents in ways that will foster positive feelings and expressions of advocacy.

Numerous programs have outlined the goals and objectives of community involvement. Involvement in implementation of programs is important and parents and other community members must be a part of the planning procedures as well as implementation for the following reasons:

1. There is a need to develop an understanding on the part of the community of the basic needs and rights of the students with special needs.
2. A community can function as a positive force in developing new programs or in helping to improve existing programs for students with special needs.
3. The community, working in concert with school staff, can determine opportunities for direct

involvement in the education of students exhibiting unmet needs.

Programs need to design alternative plans for responding to the needs of the community. The process of planning should involve the identification of resources (local and state) that can respond to the particular needs and concerns of parents.

Community Based Education is one way of fostering a positive force for creating a unified response to meeting the needs of the students. Community involvement in informative workshops and special programs is important. Chapter 6, Parent and Community Involvement, contains many specific examples of how Special Education Coordinators have been involved in community based activities. The following are a few examples of activities involving the Special Education Coordinator that were extrapolated from various programs.

1. Parents as tutors, aides, volunteers
2. Community representatives as ombudsmen for students
3. Neighborhood youth center activity
4. Community mental health activities
5. Development of cross-aged tutoring programs
6. Home-school management programs
7. School-community information systems
8. Recreational activities
9. Older community members in school programs
10. Community preschool programs
11. Consumer education

12. Storefront schools and community "Drop In Centers"

13. Mobile book services

14. Parents teaching parents

15. Interagency collaboration

16. Multicultural concerns

SUMMARY

Effective implementation of the goals and objectives established for exceptional child education requires the leadership of an individual trained in the area of special needs who will assume this responsibility. A commitment of adequate time must be forthcoming enabling this individual to coordinate the different components at the school level. This individual must be able to address programmatic concerns in areas related to students with special needs at the institution of higher education as well as at the public school level. Collaborative relationships between regular and special education are of particular importance in areas of training, but also in areas of service and research. Through collective planning, a framework can be developed in which different groups (e.g., educators, community, etc.) can address their needs in areas involving handicapped students. Effective organization and management of programs for students with special needs should result in benefit to all students in the schools being served including those who are not eligible for special services but who, in fact, exhibit unmet needs. Without the leadership of a trained individual who assumes the responsibility for coordinating the various elements at the school level, only peripheral and superficial effects can be anticipated.

CHAPTER 3

SCHOOL BASED ORGANIZATION AND MANAGEMENT

Effective organization and management systems can provide the structure by which educational goals and objectives are effectively realized. Organization and management systems must be in place and functioning as the basis or foundation for any collaborative relationships that are developed among educators. Good organization and management procedures also provide the framework by which all students have access to the system or more precisely to a continuum of educational services based on their individual needs. The concept of school based management and educational programming is of paramount concern. This is particularly valid as schools plan for the provision of a full service design for students who not only represent diverse cultural backgrounds, but for those who, because of the variability they exhibit in learning, require precise teaching approaches and accommodating learning environments. School personnel in concert with individuals representing institutions of higher education and state department staff have demonstrated how individuals working collaboratively can respond to the unmet needs of students through the effective utilization of resources. The "journal of positive findings" suggests that there are schools that have instituted practices and procedures that have contributed to the equitable delivery of services to students exhibiting a broad range of variability.

DESIGN FOR CONTINUUM OF EDUCATION SERVICES

The continuum of procedures discussed in this section was developed after reviewing and analyzing a variety of school systems as well as a selection of Teacher Corps programs in different parts of the country. Common elements and model building components are examined within the parameters of a School Based Continuum of Service Design. This design (Figure 3.1) was developed as a frame of reference by which observed practices and procedures can be clearly delineated. A school based design for management and organization provides a basis for determining possibilities within educational programming for students in public schools to derive optimum benefits. The underlying assumption is that any educational management system in order to be effective must begin with the premise that the organization will revolve around the need to respond to students in schools and that all activities planned should emanate from that basic premise. Particularly, there is a need to consider existing practices and address critical needs and concerns in how services are delivered to students with unmet needs in regular classrooms. Most parents direct their energies toward the needs of their children - not institutions. They are concerned about the procedures by which their children are educated. Some care about the description of how training of teachers and other activities will improve the service system.

The school based organization and management design for continuum of education services can be used to assess school procedures. Administrators with their staff can determine which areas are in place as a part of ongoing school activitiy. Those procedures that are in place and need to be modified can be expanded. New dimensions can be added to existing areas if needed as well as a determination made of areas that need to be developed if they do not presently exist. The parameters indicated in the paradigm can serve as a basis for evaluating various components of existing systems and as a management and organization tool for planning new programs.

In reviewing the primary service systems (procedures) within a sample of schools, it was found that there were activities that emerged as areas of particular interest and concern. The Design for Continuum of Education Services paradigm provides a framework by which these activities can be explained and from which model building elements can be extrapolated. The three primary educational service components studied, as indicated on Figure 3.1, were as follows:

LEVEL I General Program (G. P.) Procedures
LEVEL II Intervention Team (I.T.) Procedures
LEVEL III Special Education (S.E.) Procedures

It was interesting to note that all of the schools in the sample had at least two of the procedural systems (LEVEL I and LEVEL III). Some of the schools analyzed contained all three procedural systems (LEVELS I, II, and III) of educational service delivery.

LEVEL I General Program (G. P.) Procedures

Within the area of general program procedures personnel were involved in providing a system by which students with unmet needs received educational services through the auspices of the general education program. The LEVEL I procedures (page 37) are general school processes that teachers and administrators implement on a day-to-day basis in trying to educate students with unmet needs. Students within this level of service are viewed as having unmet needs because they exhibit a discrepancy in actual performance in academic areas between themselves and their peers. Some exhibit maladaptive behavior that interferes with learning. The teachers of these students, either alone or with the aid of administrators and support staff, attempt to do the following:

1. Reevaluate the student's program assignment.
2. Assess the student's progress in curriculum areas (usually using norm-referenced types of evaluations).
3. Assess the student's behavior patterns.
4. Evaluate home-school relationships.
5. Review the student's background and educational history.

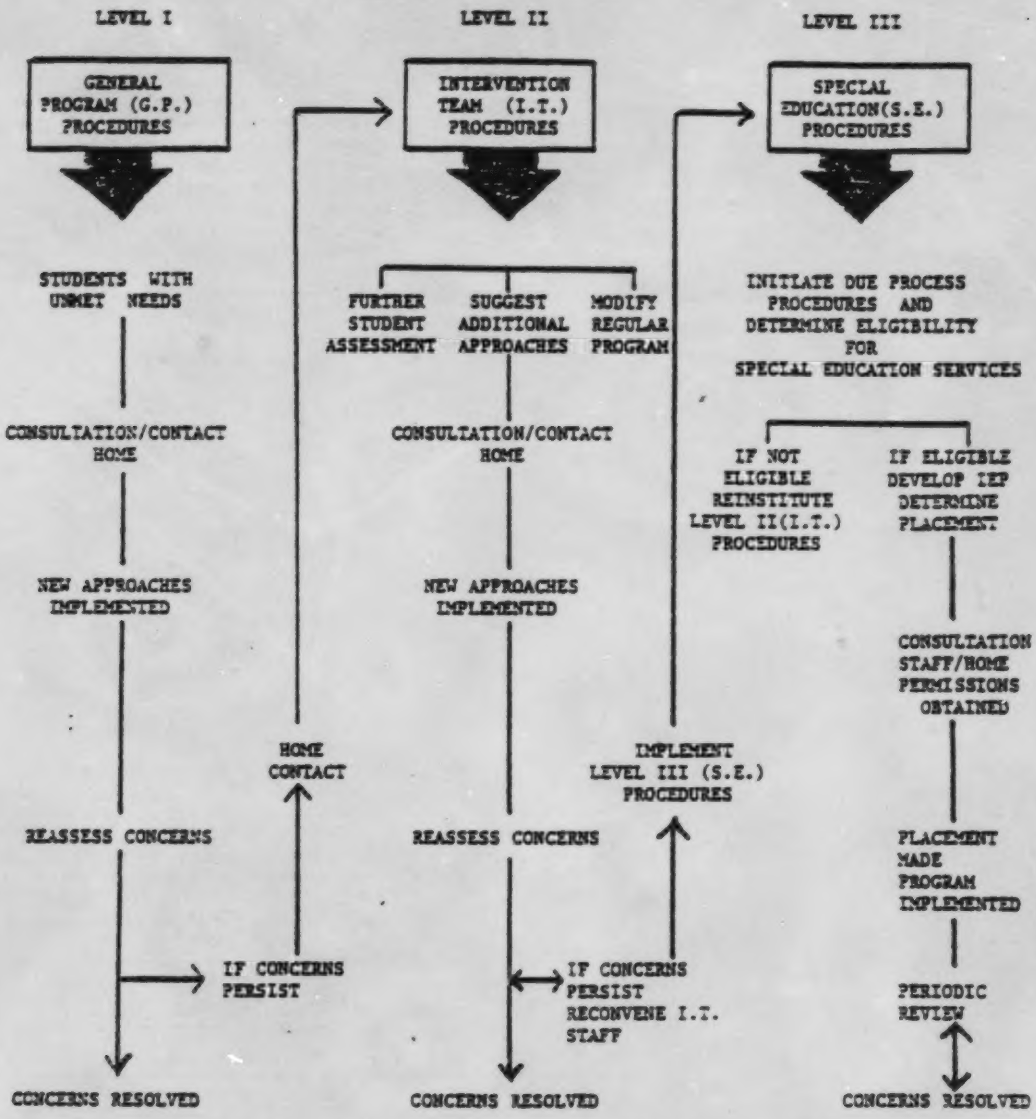
There is generally some form of consultation or contact with the home (parents or guardians) made by the responding teacher and sometimes individuals representing administration or other school support staff.

Usually out of this process emerge suggestions for "new" approaches for helping the student which could include:

1. Additional informal and/or formal assessment.
2. Further consultation with school support personnel (e.g., reading, counseling, etc.).
3. Modification of the curriculum and instructional program.

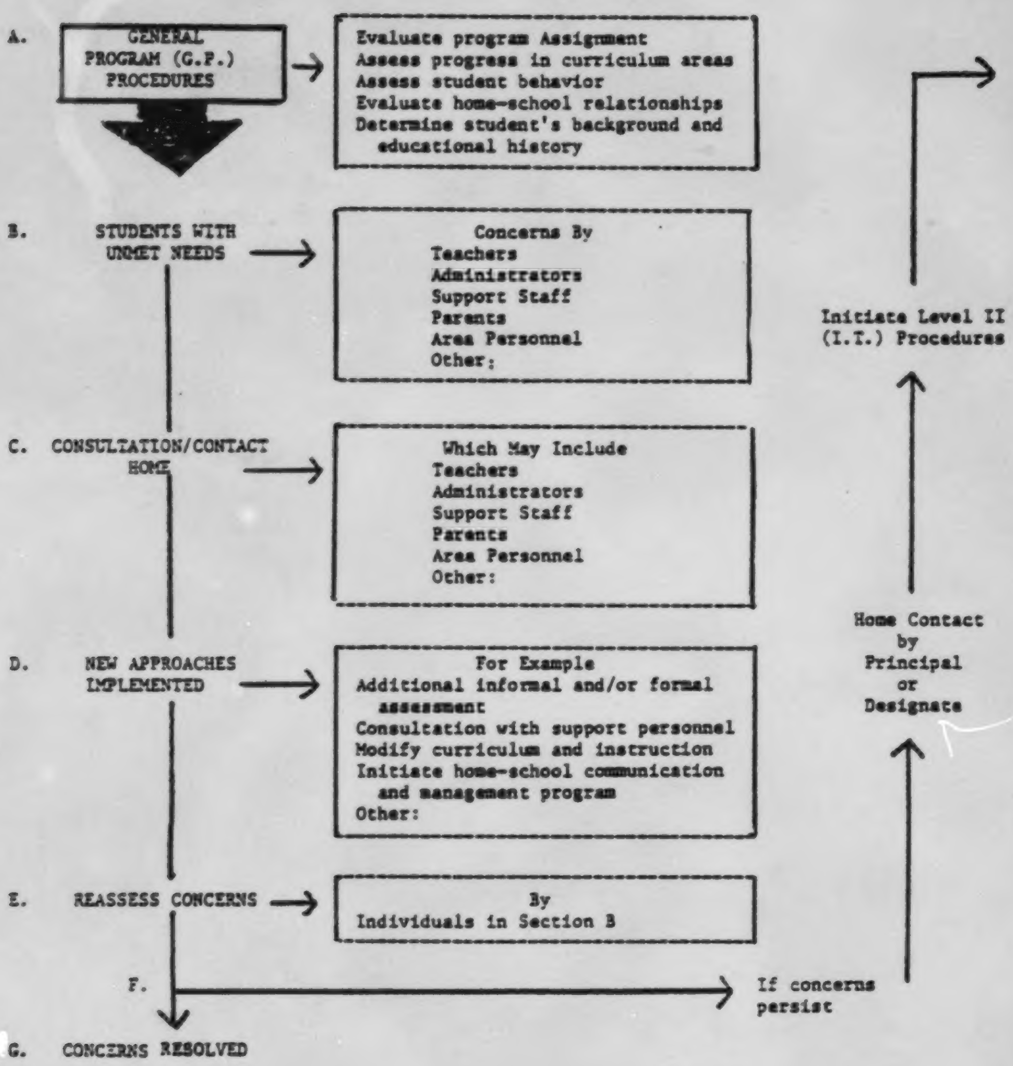
Figure 3.1
SCHOOL BASED
ORGANIZATION AND MANAGEMENT DESIGN FOR
CONTINUUM OF EDUCATION SERVICES

PART A GENERAL DESIGN


LEVEL I
LEVEL II
LEVEL III
GENERAL PROGRAM (G.P.) PROCEDURES
INTERVENTION TEAM (I.T.) PROCEDURES
SPECIAL EDUCATION (S.E.) PROCEDURES
STUDENTS WITH UNMET NEEDS
CONSULTATION/CONTACT HOME
NEW APPROACHES IMPLEMENTED
REASSESS CONCERNS
IF CONCERNS PERSIST
HOME CONTACT
CONCERNS RESOLVED
FURTHER STUDENT ASSESSMENT
SUGGEST ADDITIONAL APPROACHES
MODIFY REGULAR PROGRAM
CONSULTATION/CONTACT HOME
NEW APPROACHES IMPLEMENTED
REASSESS CONCERNS
IF CONCERNS PERSIST RECONVENE I.T. STAFF
IMPLEMENT LEVEL III (S.E.) PROCEDURES
CONCERNS RESOLVED
INITIATE DUE PROCESS PROCEDURES AND DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION SERVICES
IF NOT ELIGIBLE REINSTITUTE LEVEL II(I.T.) PROCEDURES
IF ELIGIBLE DEVELOP IEP DETERMINE PLACEMENT
CONSULTATION STAFF/HOME PERMISSIONS OBTAINED
PLACEMENT MADE PROGRAM IMPLEMENTED
PERIODIC REVIEW
CONCERNS RESOLVED

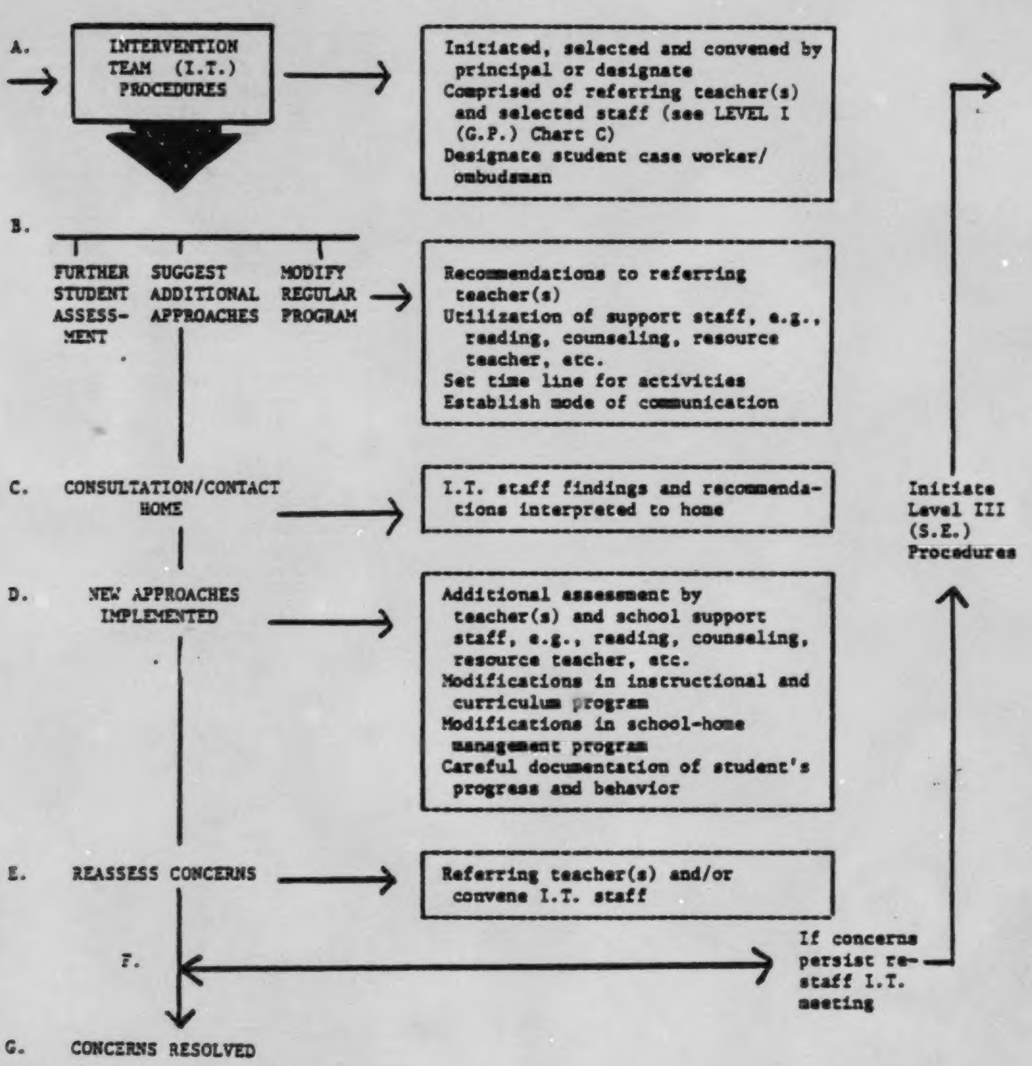
SCHOOL BASED
ORGANIZATION AND MANAGEMENT DESIGN FOR
CONTINUUM OF EDUCATION SERVICES

LEVEL I (G.P.) CHART


A.
GENERAL PROGRAM (G.P.) PROCEDURES
Evaluate program Assignment
Assess progress in curriculum areas
Assess student behavior
Evaluate home-school relationships
Determine student's background and educational history
B.
STUDENTS WITH UNMET NEEDS
Concerns By
Teachers
Administrators
Support Staff
Parents
Area Personnel
Other:
C.
CONSULTATION/CONTACT HOME
Which May Include
Teachers
Administrators
Support Staff
Parents
Area Personnel
Other:
D.
NEW APPROACHES IMPLEMENTED
For Example
Additional informal and/or formal assessment
Consultation with support personnel
Modify curriculum and instruction
Initiate home-school communication and management program
Other:
E.
REASSESS CONCERNS
By
Individuals in Section B
F.
If concerns persist
G.
CONCERNS RESOLVED
Home Contact by Principal or Designate
Initiate Level II (I.T.) Procedures

SCHOOL BASED
ORGANIZATION AND MANAGEMENT DESIGN FOR CONTINUUM OF EDUCATION SERVICES

LEVEL II (I.T.) CHART



A. INTERVENTION TEAM (I.T.) PROCEDURES

Initiated, selected and convened by principal or designate
Comprised of referring teacher(s) and selected staff (see LEVEL I (G.P.) Chart C)
Designate student case worker/ ombudsman

B. FURTHER STUDENT ASSESSMENT — SUGGEST ADDITIONAL APPROACHES — MODIFY REGULAR PROGRAM

Recommendations to referring teacher(s)
Utilization of support staff, e.g., reading, counseling, resource teacher, etc.
Set time line for activities
Establish mode of communication

C. CONSULTATION/CONTACT HOME

I.T. staff findings and recommendations interpreted to home

D. NEW APPROACHES IMPLEMENTED

Additional assessment by teacher(s) and school support staff, e.g., reading, counseling, resource teacher, etc.
Modifications in instructional and curriculum program
Modifications in school-home management program
Careful documentation of student's progress and behavior

E. REASSESS CONCERNS

Referring teacher(s) and/or convene I.T. staff

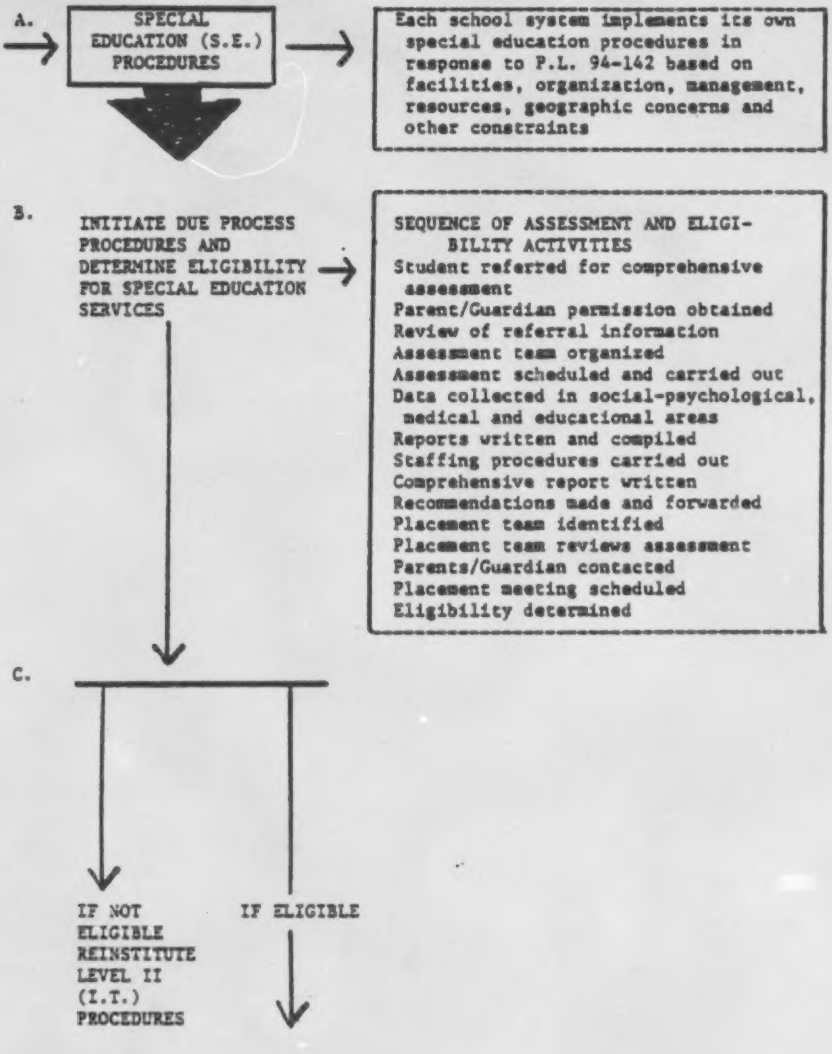
F. If concerns persist re-staff I.T. meeting

Initiate Level III (S.E.) Procedures

G. CONCERNS RESOLVED

SCHOOL BASED
ORGANIZATION AND MANAGEMENT DESIGN FOR CONTINUUM OF EDUCATION SERVICES

LEVEL III (S.E.) CHART



A. SPECIAL EDUCATION (S.E.) PROCEDURES

Each school system implements its own special education procedures in response to P.L. 94-142 based on facilities, organization, management, resources, geographic concerns and other constraints

B. INITIATE DUE PROCESS PROCEDURES AND DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

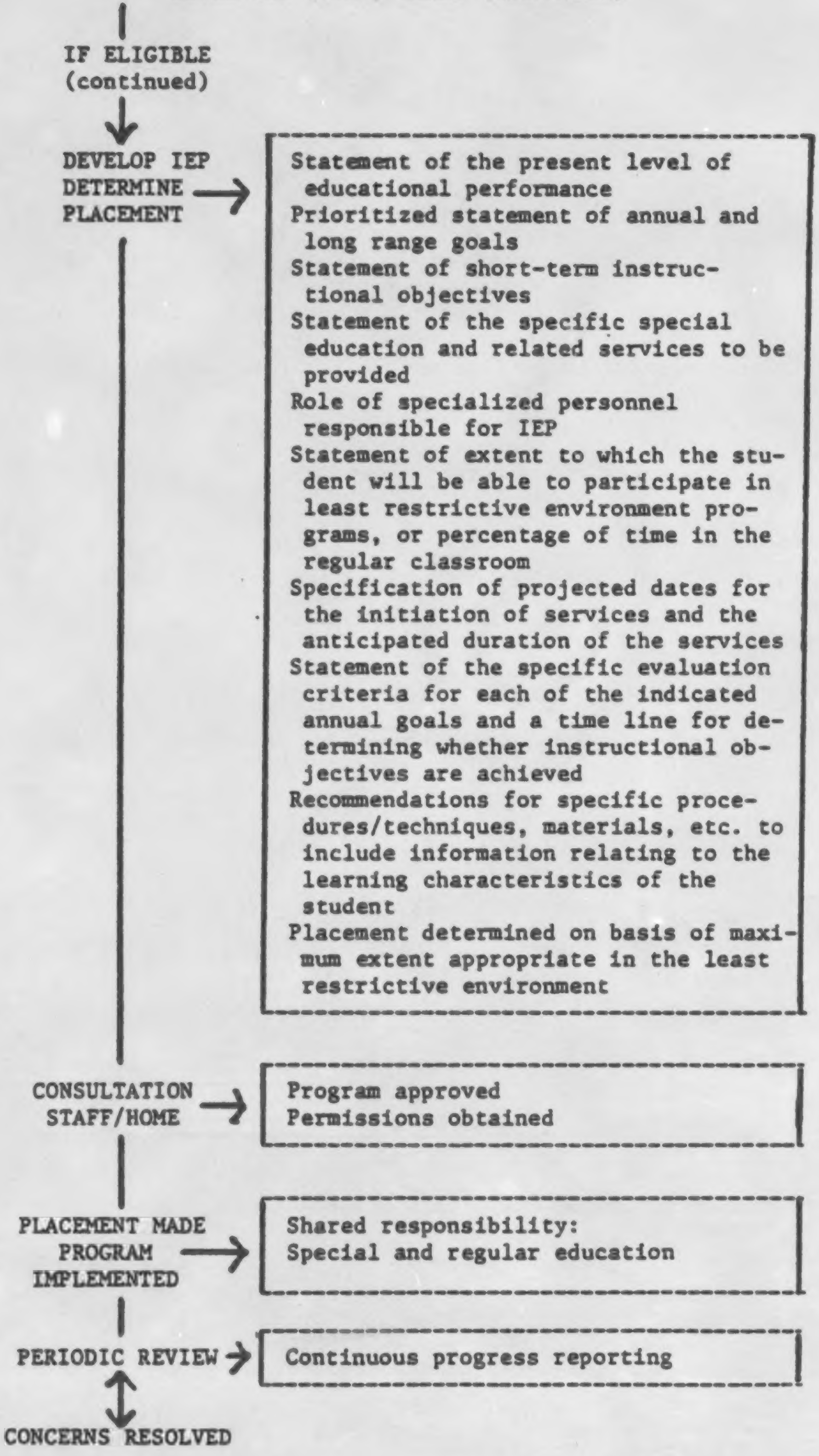
SEQUENCE OF ASSESSMENT AND ELIGIBILITY ACTIVITIES
- Student referred for comprehensive assessment
- Parent/Guardian permission obtained
- Review of referral information
- Assessment team organized
- Assessment scheduled and carried out
- Data collected in social-psychological, medical and educational areas
- Reports written and compiled
- Staffing procedures carried out
- Comprehensive report written
- Recommendations made and forwarded
- Placement team identified
- Placement team reviews assessment
- Parents/Guardian contacted
- Placement meeting scheduled
- Eligibility determined

C.

IF NOT ELIGIBLE REINSTITUTE LEVEL II (I.T.) PROCEDURES

IF ELIGIBLE

LEVEL III (S.E.) CHART (continued)



IF ELIGIBLE (continued)

DEVELOP IEP DETERMINE PLACEMENT →

- Statement of the present level of educational performance
- Prioritized statement of annual and long range goals
- Statement of short-term instructional objectives
- Statement of the specific special education and related services to be provided
- Role of specialized personnel responsible for IEP
- Statement of extent to which the student will be able to participate in least restrictive environment programs, or percentage of time in the regular classroom
- Specification of projected dates for the initiation of services and the anticipated duration of the services
- Statement of the specific evaluation criteria for each of the indicated annual goals and a time line for determining whether instructional objectives are achieved
- Recommendations for specific procedures/techniques, materials, etc. to include information relating to the learning characteristics of the student
- Placement determined on basis of maximum extent appropriate in the least restrictive environment

CONSULTATION STAFF/HOME →

- Program approved
- Permissions obtained

PLACEMENT MADE PROGRAM IMPLEMENTED →

- Shared responsibility:
- Special and regular education

PERIODIC REVIEW → Continuous progress reporting

↕

CONCERNS RESOLVED

4. Initiation of a home-school management program.

5. Change in academic placement.

After a "reasonable" amount of time has elapsed, depending upon critical episodes and the tolerance levels of teachers, there is a reassessment of previous concerns. It is expected that the concerns would have been resolved. If the problems persist, other procedures are initiated. In most cases from this kind of basic frame of reference, (LEVEL I procedures), students are referred directly for Special Education procedures (LEVEL III). Referral and placement may result from one teacher's inability to cope with the student's learning style, conduct, or both in the regular classroom setting. There is a question as to how many well-behaved students, who in fact need special education services, never get referred. As a response to these general classroom dilemmas, some schools have provided opportunities for problem students and school personnel to be involved in some type of LEVEL II Intervention procedures prior to referral for special education services.

Although there were variations of these procedures from school to school, the basic elements are similar. The interrelationships between the various procedural components will be discussed further with implications for training.

LEVEL II Intervention Team (I.T.) Procedures

Some of the schools observed had initiated some form of LEVEL II procedures (page 38) as an extension of LEVEL I type procedures. These kinds of procedures involved additional groups of individuals who played different roles and can be described as team intervention oriented. These procedures were activated when events indicated that LEVEL I kinds of activities were not effective in providing for the unmet needs of particular students. There are indications that a very important role within this particular process can be delineated for school personnel in terms of prevention and intervention before LEVEL III or special education procedures are initiated.

LEVEL II types of programs provide procedures that bridge an apparent gap between LEVEL I and LEVEL II. Examples of LEVEL II kinds of intervention include:

1. Programs for "high risk" children in elementary schools as a prevention-intervention procedure.
2. Reentry programs in senior high schools that function prior to the implementation of special education procedures for delinquent youth.
3. "School Intervention Teams" and Pupil Service Teams that attempt to resolve student problems as part of LEVEL II type intervention procedures.

In schools where LEVEL II Intervention types of procedures were installed and found to be effective, the following cogent practices were extrapolated:

1. In most cases programs were initiated, participants selected, and meetings were convened by the principal of the school or a designate.
2. The intervention teams were comprised of the referring teacher and other selected staff members based on the need and complexity of the problem.

3. Students, in many instances, were assigned designated case workers and/or ombudsmen. These case workers were not necessarily the student's teacher, but individuals who would contact the student regularly to help with particular problems.
4. Meetings were held on either a formal or informal basis. Strategies were developed that included the consideration of "time" as a critical variable. Of particular concern was the time necessary for people to come together. Some programs responded to this concern by developing a special form that was circulated for effective communication. The teachers and administrators wrote on the circulated form particular problem areas and indicated which staff members needed to meet together to resolve specific concerns. It was found that "everyone" on the team did not necessarily have to get together "once a week" on a formal basis.
5. More effective utilization of support personnel was evident (e.g., reading, counseling, resource teachers, etc.). In some programs the special education person also functioned in the role of a consultant. This is an important role since P.L. 94-142 mandates that regular and special educators work together and accept shared responsibility for students with special needs.

6. Some of the programs set time lines for services and student activities.

One of the advantages of this type of intervention (LEVEL II) was more specific and indepth kinds of input from a variety of individuals. New approaches and other suggestions were provided to the teachers responsible for the education of these students prior to special education referral. The value of this type of assistance cannot be overstated. Some of the recommendations that resulted from LEVEL II intervention included:

1. Suggestions for additional criterion-referenced assessment such as the use of observational devices by teachers and school support staff (e.g., reading, counseling, resource teachers, etc.)
2. Suggestions in areas involving educational management.
3. Precise ways to modify the instructional and curriculum program
4. Additional behavior management techniques.
5. Suggestions for ways to improve the school-home management program.
6. Careful documentation of the student's progress and behavior.

In most instances only after responses to LEVEL II kinds of procedures were found to be ineffective were special education procedures implemented. LEVEL II kinds of procedures provide a means by which schools can begin to reduce unnecessary referrals for special education services. These procedures also represent a system by which students who are referred for special education placement, and found to be ineligible, can again receive intervention kinds of programs as an alternative to going directly to LEVEL I General Program procedures. Without LEVEL II, students would for the most part remain with the same teacher and receive the same kind of program that results in their being referred to special education in the first place.

As school and home become involved in providing for the needs of students through a continuum of services procedures, there tends to be a greater degree of trust established. People have more opportunities to communicate with each other and to work together in trying to resolve particular problems prior to the formalized meetings which are a part of special education procedures.

It was observed that LEVEL II intervention types of procedures provide an opportunity for special educators, general educators, and support personnel to interact together as part of a total school effort in dealing with persistent problems. Referral to special education is more of a group decision through LEVEL II procedures than through LEVEL I procedures and has the potential for establishing a more effective communication in cases where special education procedures need to be implemented.

LEVEL III Special Education (S.E.) Procedures

LEVEL III Special Education (S.E.) Procedures (page 39) are generally prescribed by school systems in keeping with regulations that are for the most part monitored by state agencies through a system of compliance officers. They all contain basically the same ingredients. The following is a sequence of assessment and eligibility activities that represent most LEVEL III types of procedures:

1. Initiate due process procedures and determine eligibility.
    a. Student referred for comprehensive assessment.
    b. Parent/Guardian permission obtained.
    c. Review of referral information.
    d. Organize assessment team.
    e. Schedule and carry out assessment.
    f. Collect data in social, psychological, medical, and educational areas.
    g. Write and compile reports.
    h. Carry out staffing procedures.
    i. Write comprehensive report.
    j. Make and forward recommendations.
    k. Identify placement team.
    l. Review assessment by placement team.

m. Contact parents/guardian.

n. Schedule placement meeting.

o. Determine eligibility.

Out of this sequence of activities comes the development of the Individual Education Plan (IEP) and the determination of placement.

2. Develop IEP and determine placement.

   a. Statement of the present level of educational performance.

   b. Prioritized statement of annual and long range goals.

   c. Statement of short-term instructional objectives.

   d. Statement of the specific special education and related services to be provided.

   e. Role of specialized personnel responsible for IEP.

   f. Statement of extent to which the student will be able to participate in least restrictive environment programs, or percentage of time in the regular classroom.

   g. Specification of projected dates for the initiation of services and the anticipated duration of the services.

   h. Statement of the specific evaluation criteria for each of the indicated annual goals and a time line for determining whether instructional objectives are achieved.

i. Recommendations for specific procedures, techniques, materials, etc. to include information relating to the learning characteristics of the student.

j. Placement determined on basis of maximum extent appropriate in the least restrictive environment.

k. Program approved.

l. Permissions obtained.

3. Shared responsibility for program implementation: special and regular education.

4. Continuous progress reporting and periodic review:

   a. Review programs and services.

   b. Modify long and short term goals.

   c. Reformulate specific procedures, techniques, materials, etc. and additional services deemed appropriate.

SHARED RESPONSIBILITY

All school personnel play a role in the shared responsibility for programming of students with special needs within least restrictive environments. A system of periodic review is established in which school staff is involved as a part of general education's responsibility for programming for these students. Although students who are gifted or talented do not fall into the category of handicapped in terms of P. L. 94-142, their needs must be addressed through LEVEL I and LEVEL II procedures in keeping with the concept of "unmet needs." Theoretically, a student can remain within the aegis of general or regular education programming through LEVELS I, II, and III. Within LEVEL III the student can be assigned to a regular classroom and receive special services in keeping with particular academic needs and the concept of least restrictive enviornment. In LEVEL III, if the student is not determined eligible, the process allows for reinstitution of intervention kinds of procedures. This permits the combined knowledge gained about a student in the different levels of procedures to be utilized for improving educational programming for that student within the general education system. The school is responsible for utilizing all available information gained through special education procedures for the benefit of the student regardless of placement. To this extent LEVEL I, LEVEL II, and LEVEL III procedures are interrelated.

Considerations for Schools

1. Collaborative relationships must be established between special and regular educators for a continuum of education services to be effective.
2. Several primary areas of competencies for effective participation are clearly delineated by analyzing the procedures implemented in the particular schools.
    a. Participants must learn how to effectively identify the unmet needs of students.

b. Educators must become competent in norm-referenced as well as criterion-referenced student assessment that is culturally unbiased.

c. Participants must gain skills in the development of effective communication and programming with the home.

d. Educators must acquire a knowledge of alternative approaches to curriculum and instruction.

e. Educators must acquire a knowledge of techniques for effective classroom management and behavioral management.

f. Educators must understand the process by which students receive special education services and know their roles and responsibilities within this process.

g. Educators must know the alternatives that are available to students and their families in terms of school practices and procedures.

h. Project staff must function in shared responsibility roles in different kinds of situations where concerns for learners with unmet needs are being expressed.

i. Educators must become aware of the importance of the role of community at different levels of the continuum of education services.

By examining existing levels of education procedures, it can be seen that personnel have opportunities to play different roles at different times and in different ways, particularly as they relate to the unmet needs of students in low-income schools.

IMPLEMENTATION STRATEGIES FOR LEVELS I, II, AND III

There are implications for diagnostic-prescriptive education for LEVEL I, II, and III procedures (Figure 3.1) of the continuum of education services design. The subareas that are generic to all levels of school procedures (LEVELS I, II, and III) are identified in the following discussion and should become a part of the ongoing process of staff development. They should be reflected in the preservice training programs of the institutions of higher education and in inservice training activities. It is assumed that if good diagnostic-prescriptive education practices exist it is because teachers have been properly trained and can apply this training in real settings.

Student Assessment: LEVEL I General School Procedures

1. Diagnosis at this level should be accomplished early in the school year. Every teacher should be responsible for identifying students' basic skill areas. This should be accomplished for all students, but especially for those exhibiting developmental lags. In this way the extent of variability will be identified early. The range will be from those who are below expected performance to those who

are far beyond expected performance for each grade level. Early assessment is particularly important for students in the primary grades (K-3) so that the younger learners will not experience continued debilitating failure.

2. The teacher should correlate assessment information with curriculum and instructional objectives in the basic skill areas for each student. In this way, grouping will be flexible to the extent that students who are developing at different rates can progress as fast as new learning has been mastered (individualized instruction).

3. In cases where more precise diagnostic information is needed, teachers should implement a more precise analysis of learner performance in the particular skill areas of concern. This includes further observation or assessment through teaching. Case studies on particular students can be prepared.

4. Educators should find out present levels of functioning prior to formalized instruction. This provides for more precise approaches to teaching and for more appropriate curriculum modification. Prevention and intervention should emerge as primary orientations as opposed to remediation. The concept of

remediation implies "trying to catch up" while prevention and intervention are associated with beginning with the present level of functioning and proceeding in accordance with the learning rate of the student to reduce constant failure.

Student Assessment: LEVEL II Intervention Team Procedures

1. In LEVEL II the diagnostic skills acquired by teachers should include emphasis on team skills. These team skills are important as they are vital to developing collaborative efforts in all arenas of school activity. Diagnostic programs at this level are envisioned as a collaborative effort by a total school staff. This is compared to the single classroom orientation for LEVEL I General School Procedures.
2. Diagnostic activities should be developed that are specific in programs for different types and age groups of students. This should include younger children and delinquent youth as well as students for whom the main goal is literacy.
3. LEVEL II diagnostic kinds of procedures can also be utilized to identify gifted and talented students so that programs can be developed that address their needs. This is a particularly

important area since many of these students do not receive special education services.

4. Group meetings can be set up to review the information accumulated on students who are exhibiting particular difficulties in school for purposes of making recommendations about further steps. The "teams" which can include project staff (Teacher Corps), teachers, administrators, support personnel, and parents direct their attention to the following questions:
   a. How are "high risk" students who are in need of additional or expanded services identified according to prearranged schedules?
   b. Are there alternatives to the "end of the year" failure meetings?
   c. Who will be involved in the process of identification, screening, diagnosis, programming, and follow-up for these students?
   d. Are due process procedures being carried out?
   e. Are parents or guardians consulted and involved in accordance with a prescribed schedule of activities?

f. Are the individuals who are responsible for setting up and maintaining a program for a particular student willing and able to accept this responsibility, including all the procedural concomitants?

g. Are staff development opportunities available on an ongoing basis so that teachers needing additional skills can become competent to deal with the different learning styles of their students?

h. Is attention being given to the special needs of students including areas of curriculum programming and educational management as well as diagnostic procedures?

i. Are programs designed that will set students apart because of learning and behavior difficulties or will the orientation be toward serving students in as "normal" an environment as possible?

j. Before a student is referred to special education, will the appropriate support personnel be given the opportunity for input?

k. Will a student be told that a problem exists and will the student be helped to understand what is happening? Will the student be given an opportunity to be part of the whole process of determining his or her educational program?

l. Will the data or information related to the student be protected by confidentiality?

m. How will it be determined that the program designed for a particular student is being carried out in an individualized manner and not just a report written to satisfy the requirement that a prescription be prepared?

n. What does each teacher do as a part of their ongoing educational activities to keep track of student progress?

o. What kinds of support services are available, e.g., reading, counseling, special education, psychologist, etc., that can be utilized for diagnostic purposes?

5. Within this area of concern, educators should become involved in planning for the kinds of school based intervention and service procedures that would have the greatest potential for institutional impact and opportunity for continuation.

Student Assessment: LEVEL III Special Education Procedures

Since it is mandated that general educators become more involved in the process of identification, placement, and programming for students with special needs in their classrooms, provisions must be made for helping teachers to play a more participatory role in this process. Administrators are finding that the process involved in developing an individual educational plan (IEP) can become the focus for formulating judgments about many aspects of compliance with the law. IEP development for the most part is a management system. Procedures generally follow as a condition of the major legislative requirement which specifies adequate assessment, placement in least restrictive environments, parental involvement, and procedural concerns. Student assessment at this level is very precise and usually multidisciplinary, e.g, psychologists, therapists, teachers, diagnosticians, etc.

The primary outcome of any assessment program at this level should be the identification of those who need specialized services as well as those who do not need such services. The key administrative concept is to set up an assessment system which incorporates the least amount of error in the identification process and that makes optimal use of the element of time. The Special Education Coordinator working with administrators should review present systems of referral and student assessment for purposes of determining whether or not students who in fact need special services are getting them. This requires a description of personnel roles, procedures, and the evaluation process. Time on the other hand is another critical factor. Negative effects can accrue from too little or too much time taken for such things as referral and diagnosis. Time can be a vitiating factor where there is poor communication between professionals.

SPECIFIC ASSESSMENT CONSIDERATIONS (LEVELS I, II, AND III)

There are certain procedures and specific assessment considerations that are generic and apply to all levels of procedures. The following information can be used for examining established procedures.

At any level of school procedures, it is important to develop a system for acquiring the previous history of a student's performance. This can be accomplished by reviewing records, interviewing parents (guardians) and previous teachers, as well as interviewing the student. The following should be acquired:

Information

1. What is the attendance record of the student?
2. Is the student new to the community and has he or she been moved about to a great extent?
3. What kinds of words or phrases have been used to describe the student? Are these essentially "name calling," e.g., lazy, unmotivated, etc.?
4. Has the student been successful with any of his or her previous teachers? In what areas was the student successful?
5. What methods of teaching were used with the student? Have there been any recent drastic changes in methods or techniques of instruction?
6. Has the student ever experienced any serious physical injury or disease?

7. Has the student indicated any severe emotional problems or maladaptive behavior?
8. When was the last time the student's vision or hearing was checked?
9. When was the last time the student had a comprehensive evaluation? By whom was this accomplished? What did the results indicate and what action was taken as a result of this procedure?

Observation

1. Was the student able to complete each of the subareas of particular tests prior to the limits of time?
2. How successful was the student in terms of the amount of work completed?
3. Was the student observed to be "a slow worker"?
4. Was the student allowed to complete the test so that the individual evaluating the student could determine how much the learner could complete correctly if time was not a factor?
5. Was there a great deal of guessing?
6. Was the student able to understand the directions?
7. Did the observer indicate any circumstances that would prevent the student from doing optimal work such as anxiety, poor motivation, or illness?

8. Were there any cultural (language-bilingual) or ethnic related concerns that should be considered?

9. What are the pressures impinging upon the student, i.e., home, teachers, peers, special groups, etc.?

10. What are the pressures impinging upon the teacher, i.e., home, other teachers, administrators, special groups, etc.?

11. Is the diagnosis focusing on the weaknesses of the student or is understanding the strengths of the learner considered to be just as important for educational programming? The more important question is what can the student do?

12. Is the student treated as a total person or is he/she fragmented by testing, i.e., viewed only as a behavior problem?

13. What reasons are suggested for present levels of performances in terms of history and observed behavior?

14. How did the student arrive at the observed response even though the response itself may be deemed incorrect?

15. How does the student feel about his or her performance?

16. Are the eyes and ears of other individuals in the school including secretaries, custodians, aides, paraprofessionals, and volunteers, used for additional diagnostic information?

Testing

1. Are the tests being utilized with particular students appropriate to the population with respect to sociocultural background, age, linguistic fairness, and experiential factors?
2. Is the testing designed to assess skills that are important to success in the particular academic areas of concern?
3. Are the individuals doing the assessing competent to the extent that they understand how to use diagnostic intruments appropriately with the population of concern?
4. Are the students being tested in their native language as a multicultural concern?
5. Is the individual doing the testing able to provide an interpretation of the results so that the receptors (teachers, parents, etc.) of this information will be able to translate the data so that it will be useful for academic programming?
6. Have the individual testing sessions, that sometimes produce spurious results, been considered within the context of the student's total performance?
7. Have the techniques for dealing with the variables of time to do testing and the recording of data been developed as part of any diagnostic process?

Limitations and weaknesses of standardized tests do not make them useless, rather they limit their usefulness. There is a fallacious assumption on the part of many educators that there is a certain body of information that students should acquire by regular increments (normally yearly), and that successful acquisition of this information can be measured with related standardized tests.

Parents

Parents or guardians are in a position to provide the school with information about the student that may be useful for academic programming. Teachers must develop a level of trust with parents and community to reduce the reluctance to give the school the kind of information that is needed. The following information is deemed important:

1. Was there any discrepancy in the student's early growth when compared to other children in the family or in the neighborhood?
2. Were there indications of delayed or inadequate development such as slow in developing speech and language, poor coordination and motor development or inappropriate affect, etc.?
3. What is the mode of discipline in the home? Has the student received an excessive amount of physical punishment?

4. How do the parents view the student as an individual and what kind of expectations do they have for his or her future?
5. Does the home provide a stimulating environment? Are there people to talk to who will listen?
6. How do the parents or guardians feel about the school, particularly the relationships between teachers and children and parents?

Student assessment is more than paper and pencil testing that is designed to substantiate academic performance. Students spend a good part of their life in school. Teachers develop expectations about what they should and should not be able to do. It is important for educators to develop the practice of continually observing changes in behavior whether they are positive or negative. Signs relating to attention to task or time on task, school attendance, working independently, attitudes toward peers, and attitudes of peers toward the learner are good indicators of the educational climate that surrounds the students. The important thing is to establish a rate of learning within a good educational climate. This is accomplished by observing the learner in his or her attempt at learning over a period of time.

ASSESSMENT CONSIDERATIONS IN PROGRAMMING

A systematic approach to curriculum and instruction must be developed for students who exhibit developmental lags in the language arts areas, arithmetic, and other subject level areas of

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concern. A prescriptive approach to teaching involves breaking down the specific academic tasks into their basic elements. It is important to first understand the student's strengths and weaknesses in the language areas because difficulty in these areas will have far reaching effects on all other areas of learning. Problems in reading and spelling, writing, and oral expression will affect the student's performance in science and social studies. The teacher must differentiate within the student the discrepancy between mechanical abilities such as the ability to read words and conceptual abilities such as understanding the meaning of the words that are read. Some students can memorize the steps in solving a problem but, they do not understand the basic concepts. Long division is a good example.

It must be remembered that students with unmet needs have had many teachers throughout their educational life. They were exposed to different techniques and educational approaches that may have been ineffective. Students who have experienced failure in school need to first develop confidence and establish trusting relationships with the people responsible for their education. This requires a better understanding on the part of school personnel of what students can and cannot do. It is suggested that an important objective for teachers be to reduce anxiety and failure in the lives of students who have already had a history of unhappiness in school. The development of a success mode requires a more precise analysis of diagnostic information so that it can be directly related to curriculum and instruction. The evaluation of reading, for example, should be related to instructional objectives and teaching approaches in reading.

The following is an analysis of some of the basic language areas that are generic to all levels and the implications therein for success in the academic subjects.

Reading

1. What is the discrepancy between the student's ability to decode symbols (read words) and to understand the meaning of words?
2. If the student is having difficulty with the process of word recognition (just reading of words, not meaning) then the following must be considered:
   a. A part of the teaching in the language arts and subject areas should be concentrated on developing basic word attack skills (reading or English) and increasing the sight vocabulary (all subjects).
   b. It should be recognized that students who cannot read words will have difficulty. To this extent comprehension may appear to be low when in fact we may have a bright learner who has not been able to "crack the code."
   c. Students who attend to the task of word reading, that is reading word by word, sometimes find it

    difficult to understand what they are reading. They are paying too much attention to the words themselves rather than to what the words are saying.

  d. Difficulty in word recognition will result in poor results on tests.

3. Students with poor word recognition skills are often relegated to the lower groups because teachers sometimes feel they cannot think.

4. If the student exhibits problems with comprehension then the following should be considered:
    a. Are word recognition and conceptual skills both low?
    b. Is the student a "word caller," that is can he read the words, but not understand the meaning?
    c. How will poor conceptual skills such as dealing with main ideas, inference, cause-effect relationships, and using good judgment as problems manifested in reading generalize to other subject level areas? Will they influence math, social studies, and science?

5. Students who cannot read in all probability cannot spell. Since writing is the most difficult language task, it is certainly affected by poor reading and poor spelling.

6. The readability of text books in the subject level areas is extremely important for students who have difficulty in the language arts area. Prescriptive teaching must include the availability of books that students can read.

7. In designing prescriptive activities for any subject level area, reading abilities must be considered. The ability to read is closely related to the student's self-concept. Students who have difficulty with reading often exhibit embarrassment, restless behavior, and low self worth.

8. The secondary schools particularly must assess the reading skills of all the students and this information must be considered in every aspect of academic programming.

Reading evaluation for students indicating deficiencies in these areas should be precise and specific. After general observation, these skills should be further analyzed on a one-to-one basis. This means going beyond the standardized group tests that are just general yardsticks for determining general ideas about where students function. The tests don't tell you how the student performed or why he performed in the manner that was observed.

Writing

1. Writing difficulties are manifested in two ways; handwriting and written language. It is important to delineate where writing problems exist and under what conditions. It is suggested that samples of students writing be taken and analyzed.

    a. How does the student write on a day-to-day basis without pressure?
    b. What kind of writing do we get from the student when he or she is doing his best work?
    c. What kind of writing is obtained under pressure?

2. It is important to determine whether or not students can take notes effectively and whether these notes have meaning to them as a study referent.
3. Students with writing problems need more time. Sometimes writing is affected by poor physical health or emotional problems.
4. As a language task, poor writing (handwriting or written language) will affect the student's performance in composition and in taking essay tests.
5. It is axiomatic that poor writing skills will vitiate success, in most cases, for higher education and in vocational areas.
6. Writing is often a neglected area of language from the point of view of a developmental skill. It would appear that as school systems develop programs in the basic areas of language they should consider how educational training for teachers could be geared toward the improvement of writing skills for students.

Spelling

1. Students who have difficulty with reading usually have difficulty with spelling.
2. Students are often downgraded for spelling and this tends to inhibit performance in terms of creativity and expression.
3. Poor spellers should receive an individualized program that will be tailored to how much spelling the student can deal with effectively as opposed to forcing the student into learning to spell a specified number of words each week. The latter has not been found to be an effective way to teach spelling to students who exhibit difficulty in this area.

Oral Expression

1. Students who have difficulty with oral expression may be embarrassed by peers and others and sometimes become reluctant to speak.
2. In developing prescriptive activities the teacher should not penalize this kind of student for lack of participation.
3. Educators tend to be more favorable to those students who reinforce them with verbal expression or interaction.
4. In cases where students are reluctant to speak, alternative modes of responding should be encouraged such as "show me" and "give me" responses.

5. It should be noted that failure to respond orally does not imply stupidity or ignorance. It may be a symptom of a poor relationship between teacher and student.

A part of the responsibility of the Special Education Coordinator is to dispel myths about why students fail and help change the attitudes of teachers and staff so that they will be more accepting of the "hard to teach" student with learning and/or behavior problems. This acceptance cannot be taken for granted. There must be additional training in diagnostic-prescriptive education and a forum for discussion between all parties involved before an enthusiastic and committed program will emerge.

SUMMARY

As we review the components of LEVEL I, LEVEL II, and LEVEL III procedures, we find certain common elements that lead us to conclude that there is a need for developing generic competencies for all educators whether they are responsible for students with unmet needs in regular classrooms or participants in programs where children with special needs are being integrated into least restrictive environments. All levels of program procedures appear to require the same kind of competencies. The following are suggested areas for further training for all educators:

1. Educators need to be able to communicate effectively with parents and other people in the community and to develop home management programs.

2. There especially is a need for good classroom management skills which include the organization of the physical environment and instructional materials as well as knowledge of different types of personnel organization patterns such as team teaching and individual guided instruction.
3. A need for skills in criterion-referenced testing is essential for relating behavioral objectives to instruction and curriculum.
4. Teachers who develop a system of continuous progress evaluation that can be implemented with large groups of children should be more effective teachers.
5. Basic skills in the use of good behavior management approaches have applications at all levels of program procedures.

This chapter provides an analysis of the various components of school based organization and management procedures. The continuum of education services can be used by administrators with their staff to determine which areas are, in fact, a part of existing school programs. Those that are installed and need to be modified can be expanded. New dimensions can be added to existing areas as well as a determination made of areas that need to be developed if they do not presently exist. The parameters indicated can serve as a basis for evaluating various components of existing systems as well as used as a management and organization tool for planning new programs.

CHAPTER 4

CLASSROOM MANAGEMENT

Presently there is a great deal of activity centered around identifying and developing effective classroom management strategies that will enable those who are teaching students with learning and behavior problems to be more successful with these students in regular classrooms. Often educators invest time and resources in good planning and develop workable programs, but have difficulty managing all of the components. Management of the learning environment and organization of the myriad of educational activities are the keys to effective programming for students with unmet needs.

Classroom management can be defined as the organization of the learning environment for instruction to the extent that educators are able to meet the diverse needs of students in different educational settings. This includes the utilization of a variety of teaching strategies along a continuum from direct group instruction to complete individualization.

There are a variety of organizational and management alternatives that can be used for effective programming. It is important to determine the kinds of intervention strategies that are appropriate for particular students. One important aspect of this process is to determine how present learning environments can be modified to accommodate the needs of the individual learner. First, one must understand the different human relationships that operate within the school and classroom and then plan the kind of educational activities that can be successfully implemented to improve these relationships. Secondly, ways must be determined to effectively integrate materials, instructional procedures, and classroom organizational patterns with learning objectives. In programs such as Teacher Corps, project staff, including interns, can play an important role in the identification and implementation of activities that will improve classroom management and, hence, school climate in the project schools.

There are generic skills that are associated with good classroom organization. These skills can be applied to students with unmet needs who are receiving an education through regular classroom procedures, as well as those who are receiving an education through intervention programs. Students who are labeled as having special needs and are placed in regular classrooms for much of their instructional program particularly need to have a well-organized and structured educational environment.

Inherent in good classroom management is the recognition of individual differences in students and a philosophy that does not segregate or isolate those who are perceived of as "different" from their peers. Because of the "least restrictive environment" imperative of P.L. 94-142 the most appropriate education for handicapped students is to be planned within the context of their integration with nonhandicapped peers. This concept requires the use of organizational patterns that accommodate to a wide range of student variability within regular classroom settings. Several programs have planned and implemented different innovative approaches to classroom management that considers student diverseness in terms of academic performance, interest levels, motivations, and cultural backgrounds. Approaches that include diagnostic and prescriptive teaching, individualized instruction, flexible student grouping, and team teaching seem to offer alternatives to the traditional classroom management strategies found in self-contained classrooms where large group instruction predominates as the typical instructional mode.

At the school and classroom levels the philosophy and administrative skills of the principal will determine the effectiveness of the school structure and organization as well as the classroom management that will make education in the least restrictive environment possible for all children. This raises management problems that can be solved only by efficient planning for the smooth transition from the self-contained, homogeneously grouped student classroom of the past to the open, flexible grouped classroom of the present.

The combination of learning centers with flexible grouping of students has been utilized by some Teacher Corps projects as a means of individualizing instruction within groups of students. The key to the entire process involves the ability to form groups of students based upon any of several variables such as working speed, ability, social interaction, need for individual attention, motivation, and even groups based on a random mixture of these variables.

Whenever handicapped students are assigned to regular classrooms, the factors of special support and opportunities for achievement through individualized instruction, flexible student grouping, and team teaching are paramount. Such considerations, in turn, become the major responsibility of all administrators, especially the principal. For this, comparable administrative training is usually necessary.

In a school in which the educational services for children with special needs are organized along a continuum, planning in classroom management must take place at three levels of procedures; general program procedures (LEVEL I), intervention procedures (LEVEL II), and special education procedures (LEVEL III). General program procedures must be planned, so that those educational services for students with special needs that are at the age appropriate group can be met as they would for any student. A different set of classroom management procedures may be suggested by intervention teams such as a child study team. Planning for these services is done by the intervention team itself. This team should have knowledge of what has already been tried with a particular student, because the team may consist of such individuals as teachers, parents, and school support staff. Finally, special education procedures for classroom management must be planned for the student if the concerns are not resolved by the intervention team. The actual use of these procedures depend on the results of student assessment and due process procedures that are planned and carried out.

The information that follows will provide suggestions for alternatives for those who are involved in planning for effective classroom management.

CLASSROOM MANAGEMENT IN TEACHER CORPS PROJECTS

The projects reviewed had entered into planning processes that attempted to facilitate transition from the more traditional practices in classroom management to the alternatives offered by many of the innovative approaches. These projects utilized staff development as the platform from which to retrain regular and special teachers to develop requisite competencies for accommodating the needs of students with special needs in the regular classroom.

The Individually Guided Education (IGE) concept was utilized in the Syracuse University project as a basis for classroom management. (The IGE concept is further explained within this chapter.) The primary structure in one of the elementary schools consists of clusters of four or five open classrooms, a large instructional resource center, and a small special education resource room. The ultimate goal of this project was to institute team teaching to take advantage of the school climate provided by the "open school" design. The Special Education Coordinator addressed classroom management through two kinds of activity. First, through consultative and technical assistance, the coordinator worked with school staff members on elements of diagnostic-prescriptive teaching and noncategorical educational treatment of students with learning and behavioral difficulties. Second, there was a formal program on structured learning to develop social behavior. This was extended by working with a team of teachers to utilize videotaping and role playing to assist children in dealing with inter- and intra-individual and group conflicts. These individuals became trainers who conducted Structured Learning sessions with students. Permission was obtained from parents for these activities and pre and post testing was carried out.

At the University of Maine, Farmington, a program of small group tutorial instruction was installed that provided for teaching both regular and special students in the same classroom. Special needs children are assigned to home rooms with nonhandicapped age-mates and go to other classrooms for tutoring in reading, mathematics, or other subjects. These small tutorial groups are held in regular classrooms. When tutorials are in session, two groups of children (special and regular) and their respective teachers are in the same room. The period of time a student spends in these tutorials varies with need as determined by a "Pupil Evaluation Team." Some of the more impaired children spend most of their time with an aide; other children may have only reading in these tutorials. In all cases children have music, art, lunch, and recreation with nonhandicapped peers.

Classroom management involves planning and implementing strategies and techniques that complement the teaching and learning programs and activities in the classroom. One central concern in these planning efforts is the matter of developing techniques for constructively managing "disruptive" behavior. The need for managing behavior in the classroom effectively is critical to the total consistency of the classroom management fabric.

At the Arizona State University youth advocacy project a unique example of team teaching and mainstreaming of exceptional secondary students has resulted from two teachers' participation in Teacher Corps inservice courses. A government teacher and a special education teacher of educable mentally handicapped students are team teaching two periods a day. By combining his class and her educable mentally handicapped students into a large room called the Learning Center, they team teach Government and Practical Health/Science. They have a common roll book and for all practical purposes it is one classroom with two teachers. Since all subject level content is individualized, both regular and special students can progress at their own rate within a regular subject. The content is divided into instructional modules with each unit made up of four parts: (1) pretest, (2) study sheets, (3) activities-films, speakers, projects, readings, field trips, discussions, reports, and lectures, (4) post test. A contract is signed by the student and his or her parents to indicate the class requirements. The class is an alternative to the resourcing of special education students and since it is individualized, it provides flexible reentry for dropout students.

The Loretto Heights College youth advocacy project implemented the alternative school within a school concept. It is a third party between the students and their parents and between dropout and reentry to regular classes. The school uses the phrase "Holding Power" to encapsulate its methods of keeping students in school. The socialization process is foremost and the attendance is better at this alternative school than at segregated alternative schools. The teachers are also more "socialized" in that they interact with the regular subject level staff. By using team teaching and flexible scheduling the students can get a core of courses in Science, English, Mathematics, Social Studies for one-half of the day then move into regular classes, vocational programs, special education for the other part of the day. Programs such as these need administrative support and an orientation for all the other teachers in the school to allay their concerns that the program will not be a drain on the resources of the school. Teachers from other schools are encouraged to visit the alternative school. One of the noteworthy accomplishments of the project is the development of a peer advisement curriculum guide.

At the Norfolk State University project, the concept of flexible grouping is expanded to a total school concept that includes:

- A Learning Disabilities Center where interns observe, participate in clinical staffing based on observations, and prepare case studies of the children.
- A Reading Laboratory where interns observe and participate in working with students.
- A Mathematics Laboratory where interns individualize instruction for students.
- A Home Economics Center - Title III Program where interns observe and participate in the program.
- A Gifted Laboratory that is held once a week where the interns use and evaluate materials.

Under the direction of the Community Coordinator a group, referred to as Parent-Teacher Aides, function in the school and serve as liaisons between the school and parents. During workshops with parents, Parent-Teacher Aides are effective in communicating with the parents about activities at the school, how parents can help, and why the school needs the help of parents. Collaboration with the Special Education Coordinator began with plans for orienting interns and training Parent-Teacher Aides, and continued through help with surveying the needs of parents and helping them to develop an understanding and acceptance of children with various disabilities.

A concern of the University of Nebraska project was to train interns to work with regular and special educators through a contract system. Because the use of the contract requires a collaborative effort between interns and their teachers, each contract concentrated on solving a specific classroom management problem. Many techniques such as behavior monitoring, small group and individual instruction, behavior management, and task analysis became areas of study. The preparation of a contract specifying the objectives for a particular intervention within a classroom seems to be effective in both forcing an intervention to be thought through before it is attempted and in evaluating the congruence between the actual effects and the expected effects. It seems, theoretically, that there is room for contracting at most levels of interaction.

CLASSROOM MANAGEMENT AND ORGANIZATIONAL PATTERNS

An ideal learning environment is one that provides a student to teacher ratio of one-to-one in a setting that suits the individual student's learning style with all of the technological advancements readily available to facilitate self-motivation and appropriate learning experiences. One quickly realizes that financial and human requirements render this ideal impractical. Some individuals would probably view such an arrangement as nonsensical. However, the other side of the same coin presents a situation that reflects the continuing practice of most of our schools. That is, they continue to use the traditional method of staffing the classroom with one teacher teaching one subject at a time in allotted periods of time to a large number of students (25 and above) with the assumptions that students learn at the same rate, that the same curriculum content is appropriate for all, and with the same expectation from and for all. The simple fact that this traditonal practice has become institutionalized renders it no less impractical and nonsensical than the ideal learning environment set forth initially.

Attempts to change from the traditional self-contained classroom organizational pattern to one that provides relevant educational experiences within the boundaries of budgetary constraints meet resistance from traditionalists who view the institutionalized pattern as representative of "the tried and the true" which was good for me and is, therefore, good for mine.

In spite of the resistance from both educators and noneducators, governmental intervention has taken place in the form of current legislation that mandates the provision of appropriate educational experiences in nonrestrictive environments for a segment of the student population (P.L. 94-142 - The Education for All Handicapped Children Act of 1975). This law is forcing educators to seek alternatives to traditional practices that better address the needs of students individually.

Most educators have long recognized that teachers have areas of strengths and weaknesses with respect to knowledge, skills, and techniques in the academics. Yet in the self-contained classroom organization of elementary schools, for example, they are required to teach each academic subject with equal facility.

Two major schools of thought persist with respect to correcting the problems of learning in the classroom. One set of theories is based on the assumption that successful learning experiences occur when the pupil, as one of the classroom variables, is modified. That is, classroom activities should be geared toward changing critical behaviors in the student. A typical example is stimulating or motivating the student to learn. The other set of theories is based on the assumption that students with a variety of abilities can succeed if the instructional setting and instructional behavior (the teacher) are modified. The latter of these two schools of thought has led to a proliferation of innovative programs which Glaser terms "adaptive education".[1] Individually Guided Education (IGE), Individually Prescribed Instruction (IPI), Program for Learning According to Needs (PLAN), and Learning for Mastery (LFM) are just some of the adaptive programs that are being implemented and supported in many of the classrooms today. Though these programs differ in organization for programming, each has as its major objective improved learning in the classroom. They all focus on ways of being more sensitive to needs and differences.

Many educators are experiencing varying needs as they attempt to develop new strategies for providing the most appropriate education in the least restrictive environment for students with special needs within existing age-graded organization and administrative arrangements.

The traditional age-graded placement of students in a single room with one teacher is a difficult situation which is made more difficult when the teacher is required to accommodate a large number of students with an inordinately wide range of abilities and needs. The situation is compounded even further when teachers are required to provide individualized educational programs for some of the students in the classroom while at the same time moving the others along as though their mental maturity, motivation, learning styles, and learning rates were identical. This state of affairs places the teacher in the untenable position of individualizing instruction for some of the students and not for others.

Most educators will agree that individualized educational programs for students leads naturally to maximizing their relevant learning opportunities in the classroom. "Individualized instruction permits each student to receive treatment in the learning environment commensurate with his or her diagnosed need(s)." (Audette and Audette)[2]

Individualized instruction for some could result in instructional programs being individualized for all. The major question then is how to make the changes required to meet this objective within the parameters of the existing traditional system. Systems theory clearly indicates that any system is composed of interrelated parts. A change in any of the parts necessitates a complementary change in the system itself. The Individually Guided Education (IGE) and multiunit school program developed in Wisconsin is one example of a system that appears to respond to many of the concerns of the exceptional child education.

Individually Guided Education (IGE)

Individually Guided Education (IGE) is a system of schooling with many interrelated components as well as a strategy for attaining educational objectives. As such, IGE offers one solution to the problem of how to provide individualized educational programs for all students through a systemwide change.

The responsibility that educators in public schools have for the delivery of appropriate educational experiences for children with special needs in regular classrooms, for at least a portion of their school day, presents problems. Some of these problems have been solved by the organizational and instructional components of the Individually Guided Education Program (IGE).

Proponents of IGE as well as most educators and parents recognize the fact that individuals are different. As such, their rate of maturity, their rate of learning, their level of motivation, their style of learning are just some of the variables within the context of learning and instruction which clearly reflect individual difference.

Our traditional schools are organized and administered along the line of one teacher for each self-contained class with instructional programs presented to the students in the class with the expectation of obtaining the same result from each student within the same period of time. In such a situation very little provision for individual difference is made. The question is can this type of educational setting integrate students with unique learning and behavior problems in the classroom without compounding the problems already faced by the classroom teacher. Changes are necessary at the classroom level, but, since the classroom is a part of a larger organizational structure (system), changes in any one of the parts necessitate a change in the system itself.

Individually Guided Education (IGE) and its multiunit school is a system of schooling which attempts to provide relevant educational experiences for all children in relation to their needs. There are three unique levels of the organizational system in IGE:

1. Instructional Research Unit (I & R) which consists of a unit leader (a teacher), three to five teachers, an instructional aide, and a clerical aide. The primary function of this unit is to plan and carry out the instructional program for each child in the unit.
2. Instructional and Improvement Committee (IIC) made up of the school principal and the Team Leader from each I & R Unit within the school. This unit has responsibility for formulating educational objectives and programs for the entire school, interpreting and implementing systemwide and statewide policies for the school, coordinating the activities of each I & R Unit in the school, and arranging for use of facilities, time, and material.
3. Systemwide Policy Committea (SPC) includes the school superintendent or his designate, various consultants and central office staff, principals of

multiunit schools, the unit leaders, and multiunit school teachers. The primary function of this unit is to make the transition from the self-contained classroom to the multiunit organization.

Children in a unit in IGE are not grouped for instruction according to age or grade level, but rather according to their learning needs. They are allowed to progress as rapidly as they can or as slowly as they need to. Flexible grouping, team teaching, differentiated staffing, criterion-referenced assessment, nongraded classes, are features of the IGE system, which are designed to respond to the mandate that all students receive the most appropriate education in the least restrictive environment.

The parallelisms of IGE, P.L. 94-142, mainstreaming, and individualization might be interpreted as benchmarks of an overall pattern of educational reform. There are several parallels between the components of the IGE program and the requirements of P.L. 94-142 with respect to (1) providing an appropriate education for children with special needs; (2) individualizing instruction for children with special needs; and (3) providing an environment for these students that is least restrictive. Individually guided education includes plans for instruction within the context of what is termed an Instructional Programming Model (IPM).

P. L. 94-142 specifies the components of the individualized educational plan (IEP) for all students diagnosed as having special needs. These elements are also imbedded within the various steps of the Instructional Programming Model for Individually Guided Education.[3]

Figure 4.1, page 88, outlines the parallel elements of IGE's Individual Planning Model (IPM) and Individual Educational Plan (IEP) as mandated by P.L. 94-142.

TEAM TEACHING

In order to capitalize on the strengths of teachers, alternative organizational patterns have been considered. One such alternative is "Team Teaching". In varying forms, team teaching has been in use in schools as a formal alternative for staff utilization since its recommendation by the Staff Utilization Commission of the National Association for Scondary School Principals (NASSP).[4] It was defined as follows:

> Team teaching is any form of teaching in which two or more teachers regularly and purposefully share responsibility for the planning, presentation, and evaluation of lessons prepared for two or more classes of students.[5]

Implicit in this organizational pattern is the fact that staff will be better utilized, thus providing improved instructional programs for students. Further, proponents of team teaching suggest that this organizational structure provides a degree of flexibility for instruction that accommodates a wider range of learning styles than is possible under the traditional organizational structure. Instruction is improved with team teaching through (1) better utilization of staff, (2) greater flexibility in grouping, scheduling, and the use of space, (3) provision for large-group, small-group, and individual instruction, and (4) increased use of audio-visual aids.[6]

Figure 4.1 Comparison of Individual Planning Model (IPM) and Individual Educational Plan (IEP)

	IPM	IEP
Planning	Set group educational objectives to be attained by the student population. Estimate the range of objectives for subgroups of students.	Individual Educational Planning is an individualized concept.
Diagnosing	Assess the level of achievement, learning style, and motivation level of every student.	Specify the present level of educational performance of each identified student.
Programming	Set instructional objectives for each student to attain over a short period of time. Plan and implement an instructional program suitable for each student.	Specify annual goals, including short-term instructional objectives. Specify the specific educational services to be provided and the extent to which the student will be able to participate in regular programs in keeping with the least restrictive environment imperative. Specify dates for initiation and duration of such services.
Evaluating	Assess students attainment of initial objectives. If objectives are attained, implement next sequence of program or initiate other action as determined by staff. If objectives are not attained, reasses student's characteristics, or initiate other action as determined by the staff.	Specify criteria for education and evaluation procedures and schedules necessary for determining whether instructional objectives are being achieved.

As a means of providing appropriate education in the least restrictive environment, many principals are finding that the team teaching strategy improves the quality of instruction in their schools with resultant positive concomitants such as improved communication and morale among members of the team and other faculty members throughout the school. Then, too, teachers in teams can and do plan for a wide range of students with varying abilities.

Among the students in any one class that is grouped heterogeneously, there are a few who perform academically above the average, Some may be academically advanced and others not perform in accordance with expectancy. Some may be social rejects and some may be serious discipline problems. While such a grouping could present innumerable problems for the one-teacher setting, a team of teachers planning together and working in concert is better able to integrate the handicapped child and the gifted child in the same classroom with the nonhandicapped student without penalizing anyone in the class.

While the gifted student may progress successfully independent of teacher assistance, the slow student may need more individualized instruction. The tendency in most classes continues to be to teach as though everyone in the class is "average" thus neglecting those students who deviate from this average either positively or negatively. The team teaching organization provides the flexibility necessary to cope with the varying needs of handicapped and gifted students in the regular classrooms.

Proponents of team teaching suggest several advantages to be gained by students in this organizational setting:[7]

1. Pupils become more independent under team teaching.
2. The team concept can help to build a sense of responsibility in the student.
3. The team approach provides flexibility to meet the varying needs of the several school populations.
4. Pupils can be grouped in areas of special interest to them.
5. Student-teacher personality problems can be reduced.
6. Superior teachers are shared by all students.
7. The team approach permits greater attention to individual students.
8. Team teaching can provide for improved guidance activities.

Personality conflict between student and teacher is real and possibly one of the causes for poor academic performance of many students. The team teaching approach minimizes this problem by making it possible to "match" students and teachers in such a manner that individual learning style and individual teaching style complement each other. The divergent behavior of the gifted child and the disruptive behavior of some students with special needs necessitate classroom alternatives that accommodate their differences. The team teaching organization provides an alternative to the traditional one teacher in a self-contained classroom organization.

MASTERY LEARNING

Learning for Mastery (LFM) is an adaptive program which is more group oriented than individual oriented as, for example, the Individually Guided Education Program (IGE). The following statements about Mastery Learning or Learning for Mastery present some answers to the question, "What is Mastery Learning?"

1. There are two major approaches to mastery learning:
    a. Personalized System of Instruction (PSI), the Keller Approach, in which each student progresses at his or her own pace.
    b. Group-based approach in which the teacher teaches a class, then uses feedback as the basis for individualizing the corrective procedures for the student.
2. Learning for Mastery programs attempt to accommodate students by identifying errors and misunderstandings as they occur and then provide supplementary instruction to help students correct these errors and misunderstandings.

3. Mastery learning emphasizes objectives.

4. Mastery learning requires precise identification of what the student is expected to learn.

5. Mastery learning depends less on who the particular children are in the classroom and more upon the material that they are expected to complete.

6. Mastery learning requires that planning be done before the instruction begins. Plans for mastery learning are the learning packets which include a statement of subject domain, mastery tests, formative tests, correctives, extension activities, and a teaching plan.

7. Mastery learning emphasizes that it is the instruction, not the child, that must be modified.

8. Mastery learning involves the identification of topics within a curriculum area and the development of objectives that test learners' mastery of each of these topics.

9. Mastery learning is to a large extent a group approach to teaching.

10. Components of mastery learning are:

    a. Diagnostic - Identify what the learner is to accomplish.

    b. Corrective - Present the material, then check to be sure that the student has learned it.

Offer more instruction if he or she has not (permits individualization).

c. Extension - Sometimes referred to as enrichment, this component is designed to provide the student who has learned the material an opportunity to become involved in higher levels of a Taxonomy developed by Benjamin Bloom, one of the foremost proponents of mastery learning.[8]

Proponents of the Mastery Learning approach at Teacher Corps sites view this adaptive program as one that is economically practical in that resources for its implementation are for the most part already in place in most schools. Since models for organization and programming should necessarily "fit" the unique needs of the school where it is implemented, each staff must develop its own. However, there are some common considerations that can be found in all of the models:

1. Specifications of program standards to be attained.
2. Descriptions of the patterns and forms of instruction to be used.
3. Diagrammatic representation of decisions that will occur in the program.
4. Development or selection of student learning goals and objectives.

5. Development or selection of various assessment instruments for
    a. pretesting
    b. post testing
    c. diagnosing
    d. placement
6. Development or selection of instructional materials.
7. Organization of the physical space in the classroom.
8. Design and development of various record-keeping forms.

The implementation of the mastery learning program in a traditional setting requires an organized systematic approach to what already occurs in schools where administrators and teachers recognize that students are different or unique with their own individual needs. The school must then provide the structure and facilities for meeting their needs.

It is precisely at the point of presenting concrete research evidence to show that youngsters with special needs can be or are being accommodated in mastery learning programs that critics of the program seem to address. Proponents counter these criticisms by indicating that the "corrective component' is the critical stage of the program which allows students with a variety of needs (1) to receive individual attention, (2) to progress at their own pace, (3) to work in small groups, and (4) to receive tutorial assistance if it is needed. It appears that students with special needs benefit from educational programs where teaching strategies and teacher sensitivities result in instructional practices that recognize individual differences. The systematic planning and programming required in the mastery learning model appears to provide the flexibility that can make it adaptable to all students in the classroom.

CLASSROOM MANAGEMENT FOR INDIVIDUALIZATION

One aspect of effective classroom management is its discernable positive effect on individualization of instruction. Individualization of instruction is predicated on many factors:

1. The physical setting (classroom) must be organized for student use. Students must develop a sense of ownership as well as freedom in the use of school media and materials. Many educators feel that vandalism is less prevalent where the sense of ownership is maximized.
2. Students and teachers should be able to communicate with each other. A positive learning climate has to be developed and continually nurtured. It does not happen automatically or quickly for that matter.
3. Behavior management must be individualized and an integral part of the curriculum and instructional program.
4. The community should be involved in classroom organization and management from the planning stages onward. When parents feel comfortable in the school,

they will be more apt to comply with school policies and develop a sense of pride and a willingness to participate in school activities.

5. Having more students exhibiting a broader range of variability in their classrooms, including learning and behavioral problems, will require that teachers understand how to use a broad range of materials that are organized and coded for easy utilization. Teachers, for example, need to have at their fingertips the materials that are necessary for specific lessons.

6. The curriculum should be sequenced and organized. Good organization and the effective use of time are some of the most critical variables in individualizing instruction. Teachers often complain that they do not have time to deal with the broad range of variability in their classrooms.

It is axiomatic that survival in today's schools to a large extent depends on how well-organized educators are and the kinds of techniques they have developed in order to "save steps." A teacher may lose precious instructional time searching for materials for the next lesson or hastily looking for something to keep students who have learning difficulties busy. Teachers working with instructional support personnel and administrators need to examine different kinds of alternatives for structuring the environment so that time will not be an inhibitor to student success. The following are some suggested areas for consideration.

Selection and Organization of Materials

Various kinds of materials are required in regular classrooms so that teachers can more effectively deal with students who exhibit learning and behavior problems. The first step is to survey what is already available and then determine what is needed. The following should be considered:

1. The extent of duplication of materials.
2. The materials that may be used for several different purposes.
3. The materials within the classroom or school that are the most and the least used.
4. The types of materials that are self-checking or self-directed.
5. The location of different types of materials in a school.
6. The condition of available equipment and meterials.
7. The types of materials that teachers, students, or volunteers can make without a great deal of expense.

The following are some things to be considered for reading material.

1. After considering the variability in the classroom, the number of students who will have difficulty

reading any of the material at that grade level.

2. Particular problems noted in the main reading series that is being used (e.g., too many concepts to be learned too quickly, too many cultural differences, too high in readability).
3. The availability of alternative reading materials to the main textbook program that cover the same subject areas of concern.
4. The amount and availability of support material that students can read such as library books or magazines as reinforcement in the subject level areas.
5. Workbooks that go along with the standard text.
6. The size of the print, the illustrations, and the usability of materials that are appropriate for the students in question.
7. The students' use of the material without the help of the teacher.

Within the concept of individualization, concern is given in terms of activities and reinforcement of learning to those areas in the environment that are designated as instructional as opposed to self-directed. Even within the learning center concept, instructional centers or areas are considered primarily from the point of view of teacher directed activity. The greater the variability in learning, the more need there is for a diversity of materials and for getting the most out of the brief period of the instructional encounters that occur between teacher and student. There are certain factors that are generic to all of these situations in which accommodations must be made for students with unmet needs (e.g., good lighting, control of noise and movement to accommodate learning idiosyncrasies, and proximity of teacher and students for instructional purposes).

Regardless of the subject area to be covered, an important consideration is the location of instructional material. Mobile carts and bookcases containing material that will be used in the lessons should be immediately available to the teacher who is working with small groups of students.

Along with the instructional areas are designated places in the classroom or school that contain space that is used by students individually or in groups for self-directed or instructor guided activities. In these situations students practice, evaluate, and review new information learned. These areas include

1. Learning centers that have self-directed learning packets in specific subject level areas that can be used by the individual student.
2. Drawers, shelves, or closets which contain a variety of materials placed in developmental sequence and coded for student use.
3. Reinforcement areas which include games, books, and arts and crafts that are related to academic areas of learning.

4. Such independent study areas as cubicles, carrels, or booths which are important for some students.
5. An audio-visual section which includes such items as tape recorders, listening stations, feedback equipment, typewriters, and other learning media.

Students should be responsible for taking care of and keeping up these instructional areas. Students can take materials, place them on trays, and delimit their working space with small carpet samples for example. After completing an activity, all of the material should be returned by the student to its appropriate place. One of the most cogent characteristics of students with learning and behavioral problems is that many of them are disorganized and cannot structure themselves so that they can complete a task that has several components. This includes going somewhere, getting something, doing something with it, and putting it back. Sometimes it is just as important for the student to learn how to organize his or her time and space as it is to complete the instructional task.

Provision must be made for recording the material used and/or correcting written lessons. Through the use of student self-correction, tutors, aides, interaction with peers, or teacher-student interaction, a system must be in place to monitor progress. The data can be recorded on charts and the material placed in folders.

It is important for educators today to document and date the progress of students in all academic areas. Parents are concerned about normative grade placements as well as about whether or not a student is making progress. Very often progress does not become obvious on standardized tests because some of these tests do not necessarily measure what the teacher has taught. Therefore, it is important for teachers to develop charts that will indicate present level of functioning and gains in an ongoing fashion.

Tutorial sessions are an educational tool that fit into several of the classroom management strategies. There is a great deal of variation in the organization of these sessions. Tutors range from teachers, to classmates who have done their assignments quickly, to higher grade students who are doing poorly at their own grade level. The time and place of the tutorials ranges from in the regular classroom during a regularly scheduled class to in a room separate from the classroom after school.

It is clear that an overriding concern is to provide for the students with special needs as much contact as is possible with their peers. Even when separate classroom placements are necessary, music, art, lunch, and recreation are suggested as times when all students can be together for mutually shared experiences.

Classroom Discipline

In order for classroom management techniques to be successful, the classroom must be orderly and without undue distraction. Teacher control over students' behavior is therefore crucial and essential. Each teacher will develop his or her own style of discipline and control over student behavior. The focus is on the behavior of the student rather than on inferred psychological conditions. Careful observation of student behavior should be followed by the application of appropriate techniques to modify this behavior. It is important to understand that this view of behavior management emphasizes the effect of the outcomes or results of an action on the subsequent frequency with which the action occurs.

The use of punishment has several undesirable side effects including the following:

1. Punishment causes counter-aggression. Children who are excessively punished will try to "get back" at the punisher.
2. Punishment leads to escape. The child who has been punished may attempt to leave the punishing situation. If required to remain in the punishing situation, the child may "escape" by daydreaming.
3. Punishment has a spreading effect. Children have a tendency to feel they are being punished for more than the specified misdeed the punisher had in mind.
4. Punishment does not teach behavior to be taught; it suppresses other behavior.
5. The excessive use of punishment creates a punitive atmosphere that is not conducive to learning.

It is important to note that punishment can lead to adverse reactions to the punishing agent. Also, it is important to let the students know that they are being punished for a certain act or behavior not because they are "bad." Punishment, if used, should be consistent and accomplished with some objectivity. It is also imperative that the educator be aware of the legal contingencies present for punishment in any particular county or state.

Behavior contracting is one of several behavior management techniques that have been applied to problems. Videotaping and role playing exercises have also been used to develop positive social skills in students who are very aggressive. Teaching methods that foster positive self-image in the learner have been utilized and found to be effective such as student involvement in the development of materials. It is quite innovative for psychological services to be delivered to the actual classroom, and for these services to have clear application to what goes on in the classroom. Much discussion and sharing need to take place between teachers and psychological service support personnel about how they can best work together in planning behavior management programs.

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The Gifted and Talented Student

One of the basic parts of Individual Educational Programming is the monitoring of a continuous progress system in which students advance as quickly as they can or as slowly as they must, depending only on their individual ability. The concept of multiage-multigrade organization for instruction, makes provisions for those individuals in the school population who deviate from the "norm" - the slow learner on one end and the gifted or talented learner on the other. Definitions of giftedness may include the following:

1. intellectual giftedness
2. high academic attainment
3. high creativity
4. unusual leadership potential
5. unusual capability in the arts
6. exceptional psychomotor ability

Many individualized educational programs include as a goal the teaching of students one at a time as opposed to concentrating on group instruction. The requirement is that the system adjust to the individual needs of the student instead of forcing individual students to fit into an existing system without regard for their individual differences. Instructional programs for each individual student have to be individualized so that objectives can be attained. Procedures must be developed that provide for a whole range of variability in the regular classroom setting, from the handicapped (to include those students with learning or behavior problems) to the gifted.

Accommodating a wide range of variability in the regular classroom is more of a concern now for principals and teachers than it was prior to federal mandates first for racial integration and now the mainstreaming efforts which parallel racial integration. However, provisions for the gifted student are still left primarily to administrators and their faculties with some coercion or incentive from sources outside their schools.

Consideration must be given to the diversity of the instructional modes and the availability of instructional materials in a setting that considers the unique characteristics of gifted students. Programming should provide numerous avenues for the gifted to advance upward in terms of substantive instructional materials and outward in terms of creativity, originality, and enrichment.

One of the key concerns for giftedness is that of contact with other students. It is important to develop a program that makes provision for acceleration within the context of the regular classroom setting as opposed to some isolated setting which affords neither the social contact with regular students nor provides for an understanding of how individuals differ in relation to their peers. Peer group interaction and instruction provides an opportunity for students of different ages and intellectual endowments to learn together and work together in either small groups or in pairs to solve common problems.

Another important concern in relation to giftedness is that of identification. "It is ironic that standardized tests often handicap intellectually gifted students and prevent them from being identified... Several studies cite a high percentage of gifted children among school dropouts... Students who do well on standardized tests and many of them are very bright - have been able to conform their thinking to the dictates of psychometrically determined systems of relevance. Many students cannot, among them highly gifted individuals."[9]

There is no built-in mechanism in any program to insure that some of the same problems cited above about the negative effects of standardized tests with respect to the gifted do not occur. It is commonly believed that individualizing instruction for all learners insures that a continuing effort is being made to accommodate "difference" for gifted students in the regular classroom.

ACCESSIBILITY FOR STUDENTS WITH SPECIAL NEEDS

As a result of current mandates (Section 504 of the Rehbailitation Act of 1973 and Public Law 94-142), educators are having to develop new planning processes that include reasonable accommodations for handicapped individuals (students and staff). The publication Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools[10] focuses on another component of classroom management concerns - Physical Environment in an effort to aid educators, parents, and other concerned community members in comprehensive planning for accessibility in public schools. See Appendix A for the Accessibility Checklist.

"Comprehensive facilities planning involves a process of creating the most ideal physical environment for learning that is possible."[11] Easy access within the environment encourages and enhances learning. Section 504 of 1973 Rehabilitation Act adds a new dimension to planning for school facilities, that of accessibility for the handicapped.

One of two procedures is suggested for consideration to insure accessibility in planning. (1) Create a planning team as part of Local Education Agency's (LEA's) administrative office for special education with responsibility for planning for accessibility; (2) Include accessibility in the concerns to be considered as part of the ongoing facilities planning program. The latter is the recommended approach. Once a decision has been made with respect to procedures to be used, the kinds of planning must be considered.

"Facilities planning generally includes three different kinds of planning: (1) formulation of a master multiyear plan to guide capital outlay and development over several years; (2) planning for a specific project such as new construction, additions, major renovations, or minor modifications; (3) maintenance of existing facilities."[12] Such planning must satisfy both qualitative and quantitative needs of the school district. Qualitative needs in this context refer to the programs to be offered. It is advisable to include in the plans a statement of intention to make every activity and program accessible. "Quantitative needs involve the number of students to be served."[13]

A knowledge of programs and activities to be offered and a reasonable projected number of students to be served can provide a intellectually gifted students and prevent them from being identified... Several studies cite a high percentage of gifted children among school dropouts... Students who do well on standardized tests and many of them are very bright - have been able to conform their thinking to the dictates of psychometrically determined systems of relevance. Many students cannot, among them highly gifted individuals."[9]

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A knowledge of programs and activities to be offered and a reasonable projected number of students to be served can provide a baseline from which to assess resources necessary to meet these needs. Typically, the types of resources considered are the "facilities that already exist and capital outlay funds that can be used either to provide additional facilities or to modify, renovate, or add to existing school plants."[14] Though there may be a number of alternative approaches to match needs and resources, each of these should be identified, and the few that seem most promising should be selected for more detailed analysis. This includes identification of the advantages, disadvantages, and implications associated with each alternative.

Typically, facilities planning is carried out by administrative personnel at the exclusion of teachers, parents, and community representatives. However, diverse constituencies should be included in the planning, implementation, and evaluation phases of program activity. The staff that will use a facility should be involved in the development of education specifications. It is further recommended that the planning committee include in its ranks handicapped individuals.

In planning for accessibility, detailed statements of how access to all programs and activities are necessary. Further, specifications that provide the architect with the functional requirements of the facility are necessary, in that they give an overview of the learning programs to be offered and descriptive information about how each space in the planned facility will be used.

Once the facility is completed and is in use, the important function of maintenance must be given top priority for several reasons. Some of the major reasons are:

1. Good maintenance practices are essential for handicapped students' safety and mobility,
2. Good maintenance influences morale of students and staff, and
3. Good maintenance allows handicapped students to function with continued effectiveness.

Educators have the responsibility for offering each student the best education possible. Making the school barrier free, insuring easy access to buildings, programs and educational activities are vital parts of the responsibility that must be addressed in continuing comprehensive planning processes at all levels of education concerns.

SUMMARY

The underlying assumption in this chapter is that any educational management system in order to be effective must begin with the premise that the organization will revolve around the need to respond to students in schools and that all activities planned should emanate from that basic premise. Programs have to consider existing practices and address critical needs and concerns in how services are delivered to students with unmet needs in regular classrooms. Parents and community members direct their energies toward the needs of their children - not institutions. They are concerned about an analysis of the procedures for serving students and descriptions of how training and other activities will improve that services system. To satisfy this concern school resources and procedures can be assessed in terms of how they are effectively utilized.

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CHAPTER 5

ADMINISTRATORS AND EXCEPTIONAL CHILD EDUCATION

From an organizational point of view, there is a need to address areas dealing with service and training to different levels of administrators including school building administrators, central office staff, state department administration, and institution of higher education administration. The concepts presented in this chapter have applicability for individuals assuming a supervisory or leadership role and have particular relevance to administrators in Teacher Corps project schools. Roles and activities of school principals, assistant principals, and other local school administrators include the following:

- organize and manage educational settings
- promote collaborative relationships among school personnel
- implement diagnostic-prescriptive and instructional management strategies to improve the learning climate
- involve parents and the community in school activities
- meet the needs of students with learning and behavior problems including the gifted
- help plan and participate in staff development activities
- contribute to and use the specific resources of projects and special programs

SPECIFIC NEEDS

There are many effective practices for administrators as well as needs extrapolated from programs to consider in terms of administrator responsibilities. During the onsite visitations as well as in forums for administrators, the following needs were identified:

- to understand the changing role of the principal
  - increasing emphasis on management
  - decreasing emphasis on instructional leadership
  - decreasing authority but more responsibility
  - increase in mandated federal and state programs
- to provide intervention types of programs for students with unmet needs
- to implement P.L. 94-142
- to understand changes in the environment
  - declining enrollment
  - limited resources
  - increasing demands for accountability
  - increasing emphasis upon cost/benefit effectiveness
  - increasing power of teacher organizations and the community
  - changing political climate
- to improve community relations
- to communicate effectively with community, staff, and students
- to deal with confrontation and stress

- to manage the formal organization
    - to organize time
    - to better utilize existing resources
    - to provide a more humanistic/individualistic approach
    - to plan, implement, and evaluate new programs
- to understand cultural diversity
- to understand the needs of students from low-income families (e.g., health, nutrition, one parent head of the household, etc.) in urban and rural settings

Administrators in Teacher Corps projects are encouraged to take advantage of a full range of services. Those administrators interviewed indicated a number of reasons why participation in a project provided personal satisfaction and professional growth. Even though many of the principals were secure in their roles and had developed effective and, in some cases, exemplary practices in their schools, they pointed out that Teacher Corps helped them to develop more effective roles in their schools through:

- linkage and collaboration between regular education and special education faculty in schools and at the institution of higher education
- rewards and incentives such as trips to other schools, professional development credits, and retreats

- a delivery system to enhance field based training and a chance to document successful practices
- a variety of resources (e.g., networks, consultants, Washington program development specialists, seminars, conferences, literature, institution of higher education resources, Teacher Corps project staff, interns, and technical assistance) that provide the information needed to deal with persistent and pervasive problems
- linkages in a feeder system of elementary and secondary schools to promote student retention in schools
- a youth advocacy loop that provides management and organization strategies facilitating the reentry of adjudicated and preadjudicated youth
- mobile resource people in school (Teacher Corps staff, interns, faculty from institutions of higher education, other local education agency personnel, parents, and community representatives) to carry out project outcomes and to respond to individual staff and student needs
- forums that promote human interaction and assess needs, attitudes, and morale
- a system that encourages entry into the community by school personnel and involvement by parents in school activities

PROMOTING COLLABORATION

An important part of staff development involves establishing closer links between special education personnel and other public school staff. Administrators must consider the skills of the teachers, the attitudes of all the individuals who work with students, and the process that is used to determine the most appropriate educational programs. Administrators must work closely with their faculties to identify the resources that will help develop a broader base of skills within the regular classroom teachers' repertoire. Faculties will be better prepared to deal with the differences among their students and play a more active role in diagnostic-prescriptive teaching. Simultaneously, the skills of special education teachers must be expanded so that they can more effectively interact and share their expertise with regular teachers. Team approaches and the potential role of the special education teacher as a consultant in total school programming is an important area of concern. All teachers regardless of their areas of specialization, require a common core of skills to help them deal with a wide range of behaviors and abilities. This is an age of professional specialization, and that is no less true of our present educational system. In such a climate, it is often difficult to see the need for broadening the basic principles of good pedagogy to encompass the atypical learner.

Teachers should be informed of the implications of recent research and successes in areas related to the integration of students with special needs into the regular classroom. They need opportunities to observe various model programs where there are good working relationships established between regular and special educators. They can then choose program elements that are appropriate for their day-to-day activity. Principals should discuss with their staff ways in which their efforts can be supported administratively and develop a systematic plan for each area of procedures identified.

Follow-up activities should aid teachers in their planning for systematic modification of present programs to accommodate students with learning and behavior problems. Teachers must feel free to change or deviate from traditional practices and to modify their instructional programs and the physical environment to include students with diverse learning styles. These changes involve determining the most effective ways for special and general educators to work together to achieve improved services for all students. At all school level procedures (general, intervention, or special education), it will be necessary to reinforce existing patterns of cooperation between teachers. For example, regular teachers and special education teachers can come together through workshops, seminars, class visits, grade level meetings, and courses where planning for program changes can take place. All of those who will participate in assessing students should be brought together. Plans should also be made for collaborative efforts that will continue after assessment and result in successful classroom experiences.

STAFF DEVELOPMENT STRATEGIES

The basic resources needed to plan and implement programs that address students with unmet needs are for the most part contained within the local schools themselves. Supplemental resources or consultative personnel are available from the institution of higher education, central office staff, and state departments of education and have been utilized in project activities. As administrators, teachers, and parents have identified the competencies needed to deal with a broader range of variability within the classroom, they have looked both to local school district expertise and to the colleges and universities to design the inservice modules or programs that have provided the needed technology. The content of existing courses, as well as the manner in which teachers and administrators were provided training, has been reevaluated and, in some cases, negotiated. The location for training in many exemplary projects had shifted from the campus to the classroom or school site. Although P.L. 94-142 mandates participation by those classroom teachers who will be directly involved with students with special needs, administrators and others involved in planning staff development activities, determined ways to involve the entire staff in inservice training. Teachers and other staff members were a part of the inservice process from planning and needs assessment through implementation.

In the programs visited some form of professional recognition, such as course credits, professional incentive points, certificates of participation, points toward tenure, or merit or increment pay was indicated. The inservice courses were often field based in the schools and the course content addressed specified needs, while the process allowed for determining the participants' individual competencies. The teachers got released time to attend the sessions whenever possible.

Participants felt that successful staff development sessions provided material to meet their needs, helped to improve the quality of instruction for their students, and eased the ongoing burden of paperwork or other classroom constraints. The mode of presentation was varied. Onsite follow-up was provided by the instructors or school staff. The principal and other administrators actively participated with the teachers in the training. To sustain interest, the training was held at different locations. By visiting other schools where teachers had previously completed similar workshops and programs, the participants saw firsthand how the skills they were learning could be applied.

ADMINISTRATOR ROLE IN DIAGNOSTIC-PRESCRIPTIVE EDUCATION

School administrators can play an important role in the implementation of diagnostic-prescriptive educational programs. Identifying students with learning and behavior problems is an ongoing process and requires administrative structure and supervision.

Principals must be careful to monitor the process of assessment and to see that evaluation results are not used to denote a student's capacity and, in effect, put limits on his or her potential achievement. They must insure that performance is interpreted as a means of determining aptitude for acquiring certain skills or knowledge in particular programs. The diagnostic-prescriptive process should place more emphasis on what students can do than on what they cannot do.

Administrative procedures should be set up so that diagnosis can occur early in the school year, be continuous, and yet be manageable for the individual teacher. Identifying learning and behavior problems early, especially in cases of young children in their first learning experiences, is a crucial element of prevention and intervention programs. Many students who enter the system in the early grades and become part of the "high risk" group in regular classrooms may require special services at some later time. Some of these students will be evaluated for special class placement but others, for one reason or another, will not qualify for special services. These students will need a modification of their present program to meet their needs within the regular class structure.

As administrators respond in the areas of planning, diagnosis, and programming for students with unmet needs, the following questions can be considered:

> ... What provisions are made or what programs are presently available in the school for students with learning and behavior problems who do not fit into the specific categories of students eligible for special education according to the funding agencies?

... How will students in the regular classrooms at any grade level who need additional or expanded services be identified according to a set schedule? What alternatives have been designed other than the end-of-the-year "failure" meeting?

... Who will participate in the process of identification, diagnosis, programming, and follow-up for these students?

... When and how do students and their families find out that a problem exists? What mechanisms are set in place to assure that students will understand what is happening to them and participate in determining their own educational program?

... How will the parents or guardians be involved initially, and to what extent will they be consulted in accordance with a prescribed schedule?

... Will the learner be protected with respect to confidentiality of data or information related to all areas of concern?

... How will due process procedures be followed in applicable cases?

... Will attention to particular needs of students go beyond a good diagnostic program and, in fact, deal with effective curriculum programming and educational management?

... Will the emphasis in the entire process be directed toward serving students in as "normal" an environment as possible, or will the approach be to design programs that set students apart because of learning and behavior difficulties?

... Have the teachers evaluated their own motives and feelings about children with special needs as objectively as possible?

... How will it be determined that the people responsible for setting up and maintaining a program for a particular student are competent and willing to accept this responsibility?

... Are there ongoing staff development opportunities that can help those individuals become competent to deal with the different learning styles of their students?

SCHOOL PRIVACY REGULATIONS

Parents and eligible students, in accordance with the School Privacy Law, have a right to seek to correct areas of the student's educational record which are believed to be incorrect, misleading, or in violation of the student's rights. In reviewing the requirements of schools under the privacy law, it was noted that included are basic standards in addition to the requirement that parents and eligible students be informed of their rights by the appropriate institution.

The school or school district must formulate and adopt a policy which includes, in addition to the notification procedure:

- a procedure which the school will follow when a parent or eligible student makes a request to inspect the student's education record;
- a list of any circumstances in which the school will deny copies of education records to a parent or eligible student;
- a schedule of fees the school intends to charge for copies of education records (the fee may not include a charge for search and retrieval and may effectively not deny any parent access to records);
- a list of the types and locations of education records the school maintains, with the titles and addresses of the custodians of the records;
- a statement that the school will not disclose information in the student's records without the prior written consent of the parent or eligible student, except as permitted by the law;
- the criteria the school will use to determine which school officials may have access to information in a student's record;

- a definition of what the school considers to be a "legitimate educational interest" required for disclosures of records to school officials;
- a list of the items of personally identifiable information the school proposes to designate as directory information (which can be disclosed without prior written consent);
- a statement of intent to maintain a record of requests for and disclosures made from the education record of a student and to permit the parent or eligible student to see that list of requests and disclosures;
- a statement of intent to provide parents or eligible students opportunity to seek correction of records through requests to amend the record or a hearing. The parent or student should also have the right to place a written rebuttal in the record;
- the procedure a parent or student should follow to obtain or gain access to the schools written student records policy.

PUBLIC LAW 94-142

As a result of P.L. 94-142, general educators are working with students with special needs in regular classrooms. When children are simply shifted from one learning environment to another without the necessary preparation and collaboration, both the student and the educational program suffer. The kind of support that administrators give to the students, their teachers, their parents, and the entire school staff prior to, during, and after such transitions are made will affect the outcome and may even make the difference between success and failure. If students with special needs, including the gifted, are to profit from educational planning that addresses their specific needs, general educators will have to work closely with special educators. Administrators will be responsible for orchestrating the varied elements for effective collaboration.

The following is a list of the salient provisions of P.L. 94-142:

1. Free appropriate public education
2. Education in the least restrictive environment
3. Nondiscriminatory provision
4. Multifaceted examination provision
5. Preschool inclusion
6. Private school inclusion
7. Parental rights
8. Placement committee
9. The Individual Educational Plan provision

All school personnel should have basic background information on P.L. 94-142 and its relationship to the total school program so they will have a clear understanding of the full implications, both attitudinal and academic, the least restrictive environment imperative, due process procedures, core evaluation or its equivalent, and individual educational planning.

Several important questions to be addressed by administrators include the following:

1. What effect, if any, has P.L. 94-142 had on the reorganization of school procedures and the changing roles of educators?
2. How have events in the implementation of P.L. 94-142 affected the learning climates of schools in general? Have there been any effects on the way educators go about the process of schooling now as compared to previous years?
3. What effect has there been on the whole process of information sharing in schools between special educators and general educators?
4. Have there been any indications of institutional (school) impact in terms of generalized effects on classroom management, behavioral management, curriculum modification, and student assessment?

School systems are beginning to examine ways to generalize the concepts inherent in the process of individual educational planning for the handicapped to all students. Further, administrators are more attuned to the processes by which teachers and other school staff develop additional skills. The effect of students who exhibit greater degrees of special needs on the morale of teachers is variable. Teachers sometimes feel that they are not effective with certain types of students. This affects their morale and performance. An important factor in school climate is student morale and performance. Students with unmet needs who fail in school and have continuous negative interaction with school personnel cannot be expected to like school or themselves.

Each of the schools within a feeder system should develop procedures that will enable them to carry out individual educational planning for students with special needs in accordance with federal, state, and local regulations. It is important that administrators profit from the resources and activities that will enable them to better understand their roles and responsibilities in this area.

The following is a brief explanation of the administrators' involvement in the various components of the development of individual educational planning.

Statement of Present Level of Educational Performance

Principals have a major responsibility in the procedural areas that involve the development of an individual educational plan for particular students. They do not necessarily have to participate personally in each of the placement meetings that have been set up, but they are in the final analysis responsible for allocating the services in the school to the particular student and the family. In reviewing the implementation process of different school systems, it became evident that the principal's attitude concerning students with special needs was of primary importance in terms of establishing the expected school climate. Principals have a great deal of influence on school staff in general and must exhibit the kind of attitude that will promote staff acceptance of the idea that students with special needs have a right to an education within the context of general school programming.

Due Process

Administrators must review or be knowledgeable of the guidelines for creating individual educational plans that have been set up in the particular school district with all school staff. An important part of administrative responsibility is the whole area of due process procedures for the student. This includes confidentiality of all reports, of the proceedings of meetings, and of all other communication concerning the student. The principal or designate who directs the process plays a monitoring function, establishing the lines of communication that will result finally in overall accountability of the programs and of the accrued benefit to the students.

The administrator must be sure that prior to formal meetings with parents that there is a resolution of any conflict between those who are involved in the process of gathering data and those who formulate judgments about academic performance and social and emotional development. The following deserves careful consideration:

1. Have all due process procedures involving parents or guardians been completed in terms of assessment content and procedures?
2. Have appropriate forms been signed and been filed in the proper place?

3. Have the formal assessment instruments been selected on the basis of their validity and reliability?
4. Are the assessment instruments nondiscriminatory?
5. Is a comprehensive approach to assessments being utilized as opposed to making judgments using just one instrument?
6. Are the assessment instruments being utilized (norm-referenced and/or criterion-referenced) in terms of their appropriateness for programming?
7. What is the role of the general educator in the whole process? Will he or she be responsible for participating in the evaluation process through observation kinds of activities?
8. What procedures have been established by which parents or guardians will be informed about how the evaluation process will occur?
9. Will assessment devices be administered to the student in his or her native language in the event that he or she is not fluent in English?

The administrator must be sure that the present level of educational performance of a particular student is interpreted to the parents in a language that they will understand. This is particularly important that during this process the data reflects not only the student's weaknesses but also the student's strengths. Administrators who personally summarize information gained through student assessment procedures and present this data to the family of the student must be nonjudgmental in their approach. Humanism and empathy must prevail in the description of the student's behavior.

Prioritized Statement of Annual and Long Range Goals

Administrators, through careful analysis of the information provided and with the advise of the professionals on the evaluation team, should indicate to the family the appropriateness of the goals that have been set for the student in terms of the reality of his or her performance and past history. This is particularly cogent since parents are very concerned about grade level promotion, graduation, employment, and in many cases preparation for college for their children.

The administrator plays a very important role in mediating the concerns of the parents or guardians when they are in conflict with the educational staff.

Statement of Short Term Instructional Objectives

It is important for administrators to be sure that the written instructional objectives are understood by the parents and that they go beyond minimum standards. It should be important to establish some training activities for educators participating in this process so that they will be familiar with the whole area of writing instructional objectives that relate to diagnostic information.

Statement of the Specific Special Education and Related Services to be Provided

The school administrator must know the types of services that can be provided by the school and the kind of additional services that can be secured from the community at large. On occasion, there are parents who request unrealistic types of services which may be so specialized as to require individuals who are unavailable or are so expensive that they are prohibitive.

Role of the Specified Personnel Responsible for the Individual Educational Plan

It is extremely important that the administrator establish the lines of communication between the members of the school staff, the student, and his or her family. In most cases, breakdowns in communication and critical episodes weaken the successful outcomes of programmatic efforts. It is particularly important for the principal of the school to know the strengths and weaknesses of his staff. There may be individuals who are ordinarily not inclined to work well with parents, therefore, ombudsman types of arrangements may need to be set up that include case workers who keep a continuous progress type of system going for each student under their particular responsibility.

Statement of Extent to Which the Student Will Be Able to Participate in Least Restrictive Environment Programs or Percentage of Time in the Regular Classroom

The Community Councils and the schools within a feeder network should design a program involving an orientation session for sharing information concerning services that are available to students with special needs in the community as well as in that school. The whole concept of least restrictive environment may be misconstrued as meaning all "handicapped children" will be placed in regular classrooms. The intent of the least restrictive environment imperative was not to place students in situations that are deemed inappropriate and that they cannot benefit from in terms of educational instruction and curriculum. The intent is to place students with special needs in situations with normal peers to every extent possible in keeping with their strengths and weaknesses. They should have maximum opportunities for interaction within an environment that can accommodate to their needs. There are many important considerations that have to be dealt with in order to facilitate an effective least restrictive environment policy in the schools. For example:

1. Physical barriers have to be removed or modified such as providing inclines as well as steps or placing benches and plants in places where they do not restrict mobility. Students with physical disabilities must have access to classrooms, gymnasiums, bathrooms, lunchrooms, and libraries. This is particularly important to those who are in wheelchairs. The wheelchairs should be able to roll under lunch tables and science lab tables.

2. Signs that promote labeling or have negative connotations such as "Special Class for Retarded Children" should be removed.
3. Special classes or resource rooms, if they are utilized, could be placed throughout the school and not have all children with special needs housed in one wing.
4. Safety features have to be considered in day-to-day school life such as fire drills and student movement throughout school or from one class to another.
5. It is important for the overall school population, including staff, support personnel, and other students, to understand the special medical problems that some students may have such as seizures, or behavior that may result from a particular medical problem.
6. The principal and his or her administrative staff must be constantly aware of the fact that the use of labels or references to "our retarded children" or "those children" or "those special children" has a tendency to set these youngsters apart from other children and in the final analysis is counterproductive to a total school concept of serving all students.

Specification of Projected Dates for the Initiation of Services and the Anticipated Duration of the Services

The administrator should be particularly adamant about the fact that everyone who has anything to do with students exhibiting unmet needs or having special services should be keeping good records and document very carefully the progress that the students exhibit. It is also important that administrators be notified by support personnel when services are no longer needed or if they should be extended.

Statement of the Specific Evaluation Criteria for Each of the Indicated Annual Goals and a Time Line for Determining Whether Instructional Objectives are Achieved

A continuous progress type of system does not necessarily mean that people have to always get together formally for meetings at specified times. There are, however, specified formal meetings for review of annual goals. It is important that reports, conference notes, interim evaluation forms, and other communications be made available to all who are responsible for providing services to students. The principal or other administrative staff must be aware of the continuity of services and how these services can be improved. It is necessary to be responsive to the individuals who are providing support services because they may become overloaded and the students may suffer due to the teachers' reduced ability to provide his or her best. Many teachers are reluctant to seek help or to admit that they are having difficulty providing an appropriate academic program. This can result in the elapse of too much time prior to effective intervention. To prevent this administrators must continually, on both a formal and informal basis, determine whether or not teachers are receiving the support they need to provide the kinds of service the parents expect and the students need. It is difficult for an administrator to defend the fact that there has been an extended period of failure when there is little or no indication that any new intervention has been initiated.

Recommendations for Specific Procedures/Techniques Materials etc. to Include Information Related to the Learning Characteristics of the Student

The school principal can most accurately determine the kinds of resources that are available within the school and whether or not there is enough material for example as requested by teachers to accomplish the tasks or goals that are specified. Sometimes educators request materials that are atypical or that deviate from school adopted kinds of procedures. This is particularly cogent since many of the "learning handicapped children" have been taken off the general academic program material and put on specialized or alternative types of material. The transition process from the resource type of orientation toward instruction and curriculum to the general school program may be difficult if certain types of materials are not made available to teachers. General educators need to learn how to transition, or bridge, youngsters from alternative programs into the general school program. Most teachers want everybody to be doing the same kind of thing. However, this concept is not in keeping with the concept of individualized instruction.

SUMMARY

The major issues surrounding the implementation of Public Law 94-142 must be seriously considered as topics of immediate concern in the planning of activities for administrators. Problems related to due process, funding, attitudinal changes, staff training, and parent involvement and concern are among the many areas that can be expanded with the aid of project staff. Administrators need workable models at the school building level that utilize available resources and include careful long range planning. Before students with special needs can be effectively integrated into regular classroom settings, administrators at the local school level must assume an advocacy role and through statements of commitment as well as exhibiting good organizational skills create a climate of receptivity regarding the concerns of teachers, students, and parents. Administrators serve as a major conduit to the community and must therefore understand all aspects of programming. The ultimate success may not rest so much on the awareness that individuals have of the program as on the organizational structure of the resources and the skills of the principal that are utilized in effective implementation.

Administrator training needs will vary from program to program. Particular attention will need to be directed to their concerns about the ongoing task of upgrading the skills of their staff. As in-service programs are developed, attention should be given to the needs of school administrators and toward developing the competencies necessary to enable them to deal with a broader range of variability in students within their schools. The Special Education Coordinator in concert with other program staff can collect information on staff needs that will result in better decisions being made insofar as training objectives and assignments are made.

CHAPTER 6
PARENTAL AND COMMUNITY INVOLVEMENT

Informed communities are increasingly demanding a better system of educational accountability. In particular, through input from parents of handicapped students and nonhandicapped students who represent diverse cultural backgrounds and socioeconomic levels, communities are becoming more aware of the potential impact of P.L. 94-142 on the total educational system.

Because parents will be involved in every aspect of programming for their handicapped children (including identification, diagnosis, and the development of individual educational plans), a part of staff development should deal with understanding home-school relationships in responding to the mandates of P.L. 94-142. Both regular and special education teachers need to know different ways of dealing with the emotional and intellectual needs of parents of the handicapped.

School personnel often complain that parents are inaccessible and not interested in the needs and problems of the schools. An adversary posture is often assumed between home and school. Urging parents to participate in different aspects of staff development may lead to improved communication between home and school and could result in a new commitment on both sides to the student's progress and to a clearer delineation of the goals and objectives of the program. If trust is established, and if the parents are actively involved in the educational process as informed consumers, there will be less apathy on their side and both evaluation and programming for P.L. 94-142 will go more smoothly. In a real sense, parents can act as buffers against adversarial relationships between the community and the school.

Including these parents in selected staff development activities, for example, may help dispel myths about handicapped students and change the attitudes of the parents of nonhandicapped children who feel that including the "hard to teach" student in the regular classroom will detract from their children's education. Where strong parent support and involvement are evident, teachers are more motivated to go beyond what is required and extend themselves further to deal with difficult or changing situations. The Teacher Corps Community Councils and School Site Councils, for example, are instrumental in promoting community based education for parents.

Parents in concert with school staff must determine the effectiveness of educational approaches so that learners will develop appropriate educational skills within an environment that enhances physical, intellectual, social, and emotional development. Many of the programs analyzed for students with unmet needs that included parents in a collaborative effort were found to have positive effects on children's learning experiences. School personnel should be continually seeking ways to improve their relationships with parents to the extent that achievement and attitudes of learners will be positively affected to instill the desire for lifelong learning.

Parents play a critical role in the development of the student's cognitive or intellectual abilities as well as in providing an environment that is conducive to good physical and mental health. They help the learner to:

- develop an interest in and a motivation for learning.
- use language in the process of communication and to glean meaning from words and experiences.
- organize the world in terms of concrete-functional and abstract relationships.
- gain satisfaction from achievement as well as to develop a sense of philosophical frustration.

There are several major assumptions underlying the parents' potential impact on student's learning. Student learning and effective participation in school are positively impacted by:

- behavior of parents and other family members in the way the students feel about learning.
- improving the family's capabilities to provide in the home the type of learning environment that develops readiness for learning.
- the family's concern for the child's health, nutrition, social, and psychological development.
- the parents' influence on the child in terms of motivation to attend school, to participate in school activity, and to strive for success.
- the school's responsiveness to the parents and their needs as well as to their concerns about the needs of their children.

- interagency collaboration with the home and the school as they all relate to students' needs.

Positive learning attitudes that include curiosity, self-initiated behavior, persistence, and attention to and completion of tasks are a part of what the learner receives initially from the home and family. Therefore, training that aids parents in gearing activities in the home to developing these characteristics in learners is critical.

Intervention programs must deal with a whole set of interrelated variables. It is through the analysis of how these sets of variables impinge upon each other that schools can begin to focus on developing important priority areas to include:

- analysis of educational procedures that are associated with curriculum and instructional objectives, teacher skills and attitudes, and parental concern and involvement.
- determination of alternatives for educational assessment and programming in keeping with the expectations of the home and school.
- the continuous and dynamic relationship between the cultural values of the home and mainstream society and the social environment of the school.
- developing social and economic competence in learners that results from effectiveness in dealing with everyday responsibilities.

Teachers can facilitate parents' understanding of how they can best advance the educational process by structuring the child's environment in order to maximize opportunities for intellectual growth and creativity. Programs that have had the most impact on parent involvement have attended to planning that centered around an integrated set of learning experiences for parents. This included carefully coordinated activities between home and school and a sequence of educational strategies for parenting kinds of activities. Parent roles in planning, in decision-making, and as participants in school activities have been the basis for Teacher Corps activity in the sample projects.

ELEMENTS WITHIN TEACHER CORPS PROJECTS

Driving forces in the planning for community involvement are the established community groups such as Community Council or School Site Councils. They assess community needs, plan appropriate interventions, and (informally) evaluate the outcomes of these interventions. At the University of Texas at El Paso approximately 80 percent of the children in the project school came from families in which the basic language is Spanish. This project responded to a particularly strong challenge in the area of successful community involvement. The Community Council was organized into several committees which had as their topics of concern recreation and social planning, personnel, communications, curriculum, and the community education program. A comprehensive community survey planned by the council assessed needs and open houses were held within the community to increase communication. A major project, for example, was the construction of a community field house for which each family in the community was asked to donate one cement block.

Collaborative relationships that evolved in this project that led to good community involvement included the Community Coordinator working with the Special Education Coordinator and the early childhood specialist in the area of the handicapped. They worked together on an intervention project for students with learning and behavior problems in the early grades and planned community and school experiences for the interns. In one classroom some of the younger students were quite concerned about the presence of special education classes in the building. They were afraid of the special education students and became visibly upset when they learned that one of their teachers, an intern, would be leaving them and spending time in a special education classroom. They thought she would become handicapped, too. The Community Coordinator, Special Education Coordinator, intern, and several regular and special teachers discussed the problem and decided to use the intern as a vehicle for dispelling some of the myths. She not only returned "unharmed" to the regular class at selected times during her assignment in the special education class, but discussed the students' fears and concerns. Through visits between the classrooms, sign language, wheelchairs, braces, etc. became less a mystery and the children became closer and more understanding. Follow-up sessions were also held with parents of both handicapped and nonhandicapped students in the community.

The local education agency administrators, particularly the superintendent, were also involved in community council meetings and experiences such as a weekend working with parents in ways to improve the school playground. Teacher Corps faculty members served on various university committees. Through these relationships, a number of service and training activities were implemented. University directed workshops, courses, and other instructional activities were offered for local education agency personnel, parents, aides, interns, and community individuals. The content ranged from karate, sewing, and ballet to auto mechanics and typing. A community-based education workshop involved parents, teachers, and aides in weekly discussions of topics dealing with parent-child, parent-teacher, and teacher-child relationships. Some parents received college credits for classes taken in the community. An excellent working relationship was developed with a church group that provided home day-care centers for children in the district. The Teacher Corps staff was involved in the training of the service providers in the application of child development principles.

The Penn State University project developed a "drop-in center" in the heart of the community from which information on parental rights and other issues was available to parents. Complaints and problems from parents were communicated to the schools through this center. Community agencies were represented on the Community Council in this project, allowing for interaction with both the Special Education Coordinator and the Community Coordinator. The Community Coordinator and the Team Leader participated in inservice activities, parent meetings, and activities such as the Special Olympics that pertained to the Exceptional Child Component. This gave onsite community and school continuity and follow-up to training activities planned by the Program Development Specialist and the Special Education Coordinator. The project also attained community involvement through a newsletter informing the community about project progress and activities.

Parents have been used successfully as volunteers and aides in the classroom in several projects. The Norfolk State University project had a particularly successful program. The Community Coordinator, Special Education Coordinator, and the Team Leader began by collaborating to orient interns and to train parents as teacher aides. These same individuals, in conjunction with other parents met together to discuss roles and responsibilities in relation to how to work together to benefit students with special needs in reading and math in regular classrooms. The parent-teacher aides served as liaisons between the school and the parents in many cases. Parents formed telephone communications teams to inform other parents of project activities. Parents had opportunities to observe at an assessment center and were trained there as tutors for their own children. The parental involvement was extensive, functional, and unique. The parent-teacher aides seemed to be the hub around which this success revolved.

Projects located in rural areas addressed particular problems and provided unique advantages. In the University of Maine at Farmington project close relationships were found between parents of exceptional students and those of nonexceptional children. This interaction reduced negative community reaction to mainstreaming.

Exceptional children were seen as a natural part of the overall school program. There, as in other rural areas, the schools seem to be a more integral part of the community, with a large proportion of the parents' activities taking place at the school where the teachers knew the parents personally. Teachers appeared to have retained a high degree of status in these communities.

Projects involved community agencies by having the agencies represented on the Community Council. The Special Education Coordinator in another project often assisted schools and parents in securing services from agencies for children who had special needs such as glasses, wheelchairs, or mental health services. Other coordinators provided training for representatives from the agencies that directly worked with parents, students, and educational personnel in project schools.

At the San Diego State University project there was a close relationship between the Exceptional Child Component and the Title I Parent Council. The Parent Council met every Thursday at the project school and provided a variety of parental improvement training activities. In addition, a booklet was put together listing agencies and their services; this booklet served as a directory for assisting parents and other interested parties in contracting appropriate treatment agencies. Most projects indicated visits by the interns to various community agencies. Some interns were required to become knowledgeable about available services while others developed case studies and actually worked with Teacher Corps staff, agency personnel, parents, and students in securing services.

Youth advocacy projects addressed the critical community needs of troubled youth. The following activities from a project illustrate how it endeavored to meet the problem of students who drop out of school or are truant.

A cogent community problem is the dropout of students, especially those with learning and behavior problems. A feeder school conference was held to address this concern. The dropout occurs most frequently as students articulate from the eighth grade to the large urban senior high schools. Parent and community participation was a critical part of the conference and, as a result, the continuity of the curriculum was evaluated and a more systematic communication between the staffs of the various schools was initiated prior to the transfer of students.

An example of a personalized and an intensive involvement between the community and the Teacher Corps staff concerned the involvement of the four Teacher Corps interns from the Arizona State University project in a program to improve attendance by students who were habitually truant. The Intern Community Involvement Project was designed to keep potential dropouts in school and to increase parents' involvement in the education process. Forty students (ten per intern) were selected for an organized two-year tracking system that permitted the interns, school administrators, parents, and school counselors to become aware of the students' school attendance. The monitoring of the students' attendance was an intervention process that shortened the time between student absence and notification of parents and counselors. A positive aspect of this project was the personalized approach used by the interns in their interaction with the students and their parents. The interns visited the students and the parents at home, set up the lines of communication for monitoring attendance, and in general, provided an advocacy relationship. The interns held individual conferences with the students, maintained telephone contacts with the parents and students, met with teachers and counselors to facilitate reentry for students who had remained out of school, and where appropriate identified resources for students from community agencies. This advocacy system maintained 75 percent of the potential dropouts in the regular school program, and as a result of the involvement attendance improved and better school-home relationships were established.

There is a question as to the relative importance of better report cards, parent counseling, sending information home to parents, parents helping out in the schools, or bigger and better parent advisory boards in terms of impact on student achievement. Several of the projects have indicated that the most important variables in terms of home-school relations and student performance in schools is the immediate response to individual parents concerns about how they perceive problems involving their own children. Relationships that are personalized (i.e., those that resolve problems in interfamily relations, child difficulty with particular peers, teachers, or his or her physical placement) appear to have the greatest effect on student performance. Resolution of conflict and problem solving are the key concepts when dealing with parents with children who exhibit unmet needs.

PLANNING CONSIDERATIONS FOR PARENT-SCHOOL COLLABORATION

Programs have to deal with the fact that there are factors that discourage parents of exceptional children from minority populations from becoming involved in school affairs. Those factors which include fear of rejection and mores related to the whole concept of handicapped should be considered during the planning stage so that the projects can insure successful experiences at first attempts of parent involvement. It is crucial that successful activities be planned at the beginning, so that those involved will not become discouraged and give up.

One critically limiting factor for all parents is that of time availability a not uncommon factor often in the lives of minority parents. Some parents are willing to become involved in facets of the school program as long as they do not detract from other home and work responsibilities. Even though individuals feel that parents should make sacrifices for their children, the fact remains that more parents will become involved if the school activity does not conflict with what they perceive to be more desirable, important, and sometimes necessary activities. Another limiting factor is that of a personal reward for involvement. When parents sense that a genuine usefulness is being made of their time and that they are really needed and important, their self-esteem is enhanced. Parents enjoy and will work in programs and attend activities where the need is clear and appreciative respect is extended to them for helping to respond to the need.

School staff need persistence and a variety of strategies to involve reluctant parents or community members in program activities. The following suggestions provide alternatives:

- Use parents who can attract other parents. Locate the people in the community who can turn out crowds and let them invite or urge participation.
- Involve friends and their telephone or neighborhood connections. Ask someone to host an open house for their friends and neighbors and then take the project to them. Needs assessment face to face in small groups may take time but it builds trusting relationships.
- Use controversial issues or critical community needs to provide forums (e.g., student assessment, vandalism, legislation, etc.).
- Meet specific needs by delivering well planned and executed workshops or seminars. Be flexible and allow for modifications in format or delivery.
- Get parents to school through their children. If the child is on stage at the right time and transportation is available, someone in the family may come to the school.
- Involve the community members through their culture by emphasizing aspects that are meaningful and promote collaboration.

- Locate people in other programs who are able to develop programs that get parents or community members involved and have them share secrets.
- Use settings that are available and familiar to the community (e.g., churches, clubs, community centers).
- Involve the parents in decisions about some aspect of school life. Promote feeling of ownership. In polls, meetings, conversations on the street, find out how they feel about an issue or a decision that directly affects their children or the school environment.
- Build involvement around parents' abilities. Through music, the arts, crafts, talents (e.g., story telling, cooking, landscaping, sports, etc.) develop parent initiated activities that will promote involvement in the schools.
- Provide ways for the parents to understand educational jargon and bureaucratic procedures. Access to the system and resolution of specific needs, especially for students with learning and behavior problems, builds a cadre of parent advocates.

Parent-School Meetings

On those occasions when parents, guardians, or members of the community are involved with school personnel to discuss the needs of students with learning and behavior problems, first impressions are often crucial to successful follow-up for the student. The following are suggestions about how those who teach students with unmet needs can work collaboratively with parents and/or guardians:

1. Put the parents at ease.
2. Present information concisely and clearly, using handouts, if possible, and avoid educators' jargon where possible.
3. Attempt to understand how parents are feeling. Function as a good listener. Allow expression of feelings and discussion of goals and aspirations.
4. Be ready for such negative reactions on the part of the parents as denial, anger, blame, and guilt. Do not become defensive or angry in return.
5. Promote parent advocacy through working together. Allow the parents to specify the things they would like to do in order to help their child.
6. Set up specific lines of communication by specifying when you will be able to talk to the parents on the telephone, meet with them personally, or send a written communication.

7. Know the limits of the areas within which you are competent to give advice. When parents wish advice on other matters, refer them to appropriate individuals.

8. Plan parent-teacher interaction within the framework of the communities' cultural values. Be aware that there may be ways of doing things with which you must become accustomed in order to function well as an ally of the parents.

9. Keep parents aware of the school's activities and aware of their rights vis-a-vis their child's education. Obtain parent's consent whenever it is needed for placement and educational programming.

10. Record pertinent information about the dates and content of conferences and visits with parents. This will allow you to avoid misunderstanding and be aware of what has been done with each parent and promote more effective follow-up.

11. Be open to innovative and creative means of parent involvement. While traditional modes of working with parents work in most cases, new approaches may be necessary with parents of students with special needs or the gifted.

12. Prepare yourself for failure and reactions to it by parents. Be ready to weather confrontations

and bring new directions out of discussions and meetings.

13. Involve parents as observers both at home and at school. Parents can give valuable insights about attitudes, study habits, health, hobbies, friends, vacations, and so on.

14. Involve parents in school activities by matching the skills of the volunteer to the job requirement whenever you can. Training for parents can be given in how to tutor, manage activities, construct materials, supervise in the library or audio-visual room, provide health screening, and act as community liaison.

PARENT IMPACT AREAS

Besides becoming involved at school, parents of children with special needs can help by doing certain things at home. There are three important points to remember in determining how parents might deal with the education of their child at home. Firstly, the home environment of the special needs child may require more structure than that of other children. It may also at times, be necessary to accommodate to the needs of the child. Secondly, the behavior of the child may require extra consideration if learning is to occur. Finally, successful experiences for these children will be beneficial in bolstering their esteem and hence helping them feel better about learning. Care may have to be taken to arrange activities in which the child can be successful.

The school program for students with unmet needs may need to be structured. There are propitious times for certain activities. Places are set up for the various activities and schedules are adhered to. Parents of these children can provide carry-over of a more structured environment to the home. Parents or guardians can specify certain times to do homework, watch television, and go to bed. Schedules of this nature can have a calming effect on the child, and help him or her better understand the concept of time. Parents should keep in mind that children with learning and behavior problems often need extra attention, more firmness, more clarity of instructions, and more predictable outcomes. Small steps are often necessary in activities to allow for success. Tasks and jobs for these children at home should not be too complex at first. Numerous small tasks which can be more easily remembered and completed are preferable to one large task or job.

Teachers have to inform parents about the variability of performance of their children. They need to allow for days when the student will be inept, sloppy, and remote, with very little success at any task. Minor changes in the environment such as the presence of visitors or stress can cause deterioration of behavior.

Although some students need extra attention and effort, parents must be careful to budget some time for activities, which do not involve the child. They need their "own" time. This will reduce negative feelings towards the child and make the parents' life more enjoyable.

Dealing with behavior at home is a priority need for parents. The child's interpersonal relationships may be rocky, leading to fights, disagreements, and poor play patterns. Parents generally express strong needs in the area of how to manage the behavior of their child. The following points are given as hints to give parents in dealing with the behavior of their children.

Ideas for the Home

1. Encourage and praise good behaviors, even if they are small ones. Practice catching children being good. This is preferable to punishment. More importantly, it enhances a feeling of self-worth.
2. Reward children immediately after their good behavior with physical affection (touch) and other tangible rewards as well as words.
3. Avoid belittlement, shaming, and other judgmental statements. These affect the child's self-image in a negative manner.
4. Correct the child's mistakes indirectly rather than directly, by modeling the correct behavior.
5. Avoid long explanations and verbal defense of your decisions. It is better to make a decision and stand by it, without feeling the necessity to always explain it to the child.

6. Speak in a normal voice to your child. Do not speak "baby talk" or in a loud and demanding voice.

7. Talk to your child at other times during the day besides when you wish him or her to do something or when you are disciplining.

8. Follow the guidelines given below if punishment is necessary:

   a. Do not threaten punishment and fail to carry it out.

   b. Be consistent from occasion to occasion in the amount of punishment for an act.

   c. Apportion punishment (or praise) promptly.

   d. Do not mix in sermons and verbal assurances from the child that the act will never be repeated. These detract from the punishment.

   e. Do make it clear that you are punishing the child for a specific act - not because he or she is a "bad boy (or girl)".

   f. Do not send the child to bed as a punishment. Keep the bed as a place to rest.

   g. Do not follow punishment directly by warm embraces. Allow some time for positive behavior and then reward it.

The above points can be used as a partial basis for seminars or meetings with parents to discuss how they can deal with children's negative behaviors.

Building Self-esteem at Home

It is difficult for most of us to imagine the degree and amount of failure perceived by many students. The academic and social world is keyed on competition and success, to the extent that many students find no arena in which they can do well. School work is beyond their capability and competition in play activities is too great. Other children may make fun of them or simply ignore them.

Feelings of frustration and inner conflict can result from this. These feelings,in turn,detract from further performance, leading to a vicious cycle of failure and decreased efficiency. This cycle must be broken or prevented from occurring. Thus, opportunities for success and good feelings become crucial. There must be opportunity to contribute to a cause and have personal victories. The following activities by parents can have positive effects on a child's self-esteem:

1. Allow some time each day for discussion with the child about activities, interests, friends, feelings, and whatever is important to him or her.
2. Learn, by such discussions, what activities or objects or words of praise will serve as valued rewards for the child. By determining what is

important or interesting to the child, one can plan or obtain inexpensive but meaningful rewards.

3. After viewing a television program or movie, discuss with the child the feelings and actions of the various characters.
4. Allow for some privacy and solitary activity for the child. Help arrange private places and certain times when the child can do whatever he or she wishes.
5. Talk about feelings with the child through such activities as looking at pictures of people and describing their feelings and role playing certain situations.
6. Emphasize the child's place in the community and particularly the family through such activities as looking through family albums, talking about ancestors and relatives, and discussing various jobs and occupations.
7. For children with physical disabilities, talk with them about what they find themselves unable to do and what they can do better than other people.
8. When possible, allow the child to at least help care for a pet. This will allow for the development of responsibility, and the expression of affection.

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9. Assist in projects in which the child makes or repairs an object. The object can be given to someone or kept. Carry through with him or her from the planning stages right through the cleanup stage.
10. Be ready to deal with frustration and difficulty. There is bound to be some aspect of most any task which causes trouble for the child. Much patience on the part of the parents allows the child to develop patience also.
11. Be aware of signs that the child needs help which cannot be provided by you, the parent. Obtain professional help and when it is necessary.

As with the suggestions for behavior management, the above suggestions provide a good basis for helping parents to deal with the feelings of their children.

SUMMARY

Parents have a specific role to play in the educational programming for their child. They can act as advocates and information sources. In the assessment stages they can provide input and challenge observations by support personnel which conflict with their observations. They can secure copies of assessments and records and request outside evaluations if necessary.

Parents should be sure that they fully understand the educational goals for their children and what they can do to help reach these goals.

They should know who to contact to get information about any aspect of the education program. When changes in programming are put into effect, parents should be notified so that they can anticipate reactions and let school personnel know about any untoward effects.

Many avenues of parental involvement have been discussed. Unique combinations of them will apply to any particular student. The overall effect of these activities should be to better organize and structure the life space of the child for more effective learning and self-actualization.

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APPENDIX A

Accessibility Checklist

The following checklist, adapted from the 1979 ANSI standards, is suggested as a guide for evaluating and planning a facility and site in terms of accessibility for the handicapped. Such an evaluation should be completed for each facility and updated periodically. Specific items may be altered to meet particular characteristics or requirements of a school building or school system.

Name of Building ______________________________

Address ______________________________

Person completing checklist ____________________ Date ____________

Each question requires a **yes, no,** or **not applicable** (N/A) response, to be indicated by a check in the appropriate blank. If the evaluator wishes to provide additional comments or recommendations on a particular item, an asterisk should be placed beside the check. The comments can then be recorded on a separate sheet and attached to the checklist. The comments should be lettered and numbered to correspond with the checklist item addressed.

A. Accessible Route

1. Is at least one accessible route provided from:	Yes	No	N/A
a. public transportation stops?	___	___	___
b. accessible parking?	___	___	___
c. public streets or sidewalks?	___	___	___
2. Does at least one accessible route connect accessible buildings on the site?	___	___	___

B. Ground and Floor Surfaces

1. Are ground and floor surfaces stable, firm, and relatively non-slip under all weather conditions?	___	___	___
2. If a carpet is used, is it attached securely, with exposed edges fastened?	___	___	___

C. Parking and Passenger Loading Zones

1. Are there parking spaces for disabled people located near an accessible entrance?	___	___	___
2. Is each parking space at least 96 inches wide with an access aisle at least 60 inches wide?	___	___	___
3. Are designated parking spaces indicated by the international symbol of accessibility?	___	___	___
4. Do passenger loading zones provide an access aisle at least 48 inches wide and 20 feet long alongside the pull-up space for vehicles?	___	___	___

D. Curb Ramps

1. Are curb ramps at least 36 inches wide?	___	___	___
2. Are curb ramps free of possible obstruction by parked vehicles?	___	___	___

E. Ramps

1. Do ramps have a slope of no more than 1:12 (that is, one foot rise for every 12 feet of horizontal run) and a maximum rise of 30 inches?	___	___	___
2. Do ramps have level landings at bottom and top of each run?	___	___	___
3. Are there handrails on both sides, either continuous or extending at least 12 inches beyond the top and bottom?	___	___	___
4. If the building is used mostly by children, is there a lower set of handrails to assist them?	___	___	___
5. Do ramps have edge protection to prevent people from slipping off?	___	___	___
6. Are outdoor ramps designed so that water will not accumulate on walking surfaces?	___	___	___

	Yes	No	N/A
F. Stairs			
1. Do all steps have uniform riser heights and tread widths?	___	___	___
2. Are stair treads more than 11 inches wide?	___	___	___
3. Do stairways have handrails at both sides, continuous or extending at least 12 inches beyond the top riser and at least 12 inches plus the width of one tread beyond the bottom riser?	___	___	___
3. Are gripping surfaces of handrails unobstructed?	___	___	___
G. Elevators			
1. If there is an elevator, is it automatic and self-leveling?	___	___	___
2. Are call buttons 42 inches above the floor?	___	___	___
3. Do call buttons have visual signals?	___	___	___
4. Do elevator doors open and close automatically, and reopen if there is an obstruction?	___	___	___
5. Do the elevator cars provide space for wheelchairs to enter, reach the controls, and exit?	___	___	___
H. Doors			
1. Do doorways have a minimum clear opening of 32 inches?	___	___	___
2. Are thresholds at doorways less than a half-inch (or ¾ inch for exterior sliding doors)?	___	___	___
3. Are raised thresholds and floor levels at doorways beveled with a slope no greater than 1:2?	___	___	___
4. Are door handles, pulls, latches, and locks easy to grasp with one hand?	___	___	___
5. Do kickplates on doors with closers cover the door up to 16 inches from the bottom edge?	___	___	___
6. If a door has a closer, is it adjusted to have a suitable delayed action?	___	___	___
I. Entrances			
1. Is at least one principal entrance part of an accessible route?	___	___	___
2. Is the accessible entrance connected by an accessible route to all accessible spaces in the building or facility?	___	___	___
J. Drinking Fountains			
1. If drinking fountains are provided, is at least one on an accessible route?	___	___	___
2. Is the spout 36 inches or lower from the floor, in front of the unit, and providing a flow of water at least 4 inches high?	___	___	___
3. Do wall- and post- mounted units have a clear knee space and minimum clear floor space to allow approaches by a wheelchair?	___	___	___
K. Water Closets			
1. Are water closets 17 to 19 inches high?	___	___	___
2. Are flush controls hand operated?	___	___	___
L. Toilet Stalls			
1. Are accessible toilet stalls on an accessible route?	___	___	___
2. Do toilet stalls meet standards of minimum depth requirements for wall-mounted water closets (56 or 66 inches) or for floor-mounted water closets (59 or 69 inches)?	___	___	___
3. Are grab bars provided?	___	___	___
M. Urinals			
1. Are urinals a maximum of 17 inches above the floor?	___	___	___
2. Is there a clear floor space 30 x 48 inches in front of the urinals to allow forward approach?	___	___	___
3. Are flush controls hand operated and mounted no more than 44 inches above the floor?	___	___	___

N. Lavatories and Mirrors

	Yes	No	N/A
1. Are lavatories mounted with a clearance at least 29 inches from the floor to bottom of apron?	___	___	___
2. Is there a clear floor space 30 x 48 inches in front of a lavatory and extending a maximum of 19 inches underneath?	___	___	___
3. Are hot water and drain pipes under lavatories insulated or otherwise covered, with no sharp or abrasive surfaces under lavatories?	___	___	___
4. Are acceptable mechanisms used for faucets? (i.e., lever, push-type, electronic)	___	___	___
5. If a self-closing valve is used, does the faucet remain open for at least 10 seconds?	___	___	___
6. Are mirrors mounted with the bottom edge no higher than 40 inches from the floor?	___	___	___
7. If used by ambulatory people and wheelchair users, are mirrors at least 74 inches high at topmost edge?	___	___	___

O. Alarms

1. If emergency warning systems are provided, do they include audible and visual alarms?	___	___	___
2. Do audible alarms meet decibel standards?	___	___	___
3. Do illuminated emergency exit signs flash in conjunction with audible emergency alarms?	___	___	___
4. Are there tactile warning textures on walking surfaces that contrast with textures of surrounding surface?	___	___	___
5. Are there tactile warnings on doors to hazardous areas?	___	___	___
6. Do all stairs have tactile warnings at the top of stair runs?	___	___	___
7. If there is a hazardous vehicular area, does a continuous 36-inch wide tactile warning texture indicate the boundary between pedestrian and vehicular areas?	___	___	___
8. Are all textured surfaces for tactile warnings standard within the building, facility, site or complex of buildings?	___	___	___

P. Signage

1. Do all signs with emergency or circulation information comply with standards for proportion of characters and raised or indented characters?	___	___	___
2. Do characters and symbols contrast in color with their background (preferably light characters on a dark background)?	___	___	___
3. Is the international symbol of accessibility used to identify accessible facilities?	___	___	___

Q. Telephones

1. Do public telephones provide a clear space at least 30 x 48 inches, with bases, enclosures and fixed seats not impeding approach by wheelchair users?	___	___	___
2. If a telephone is mounted diagonally in a corner, is the highest operable part no higher than 54 inches above the floor?	___	___	___
3. If a telephone is in an enclosure, does the entrance have a clear opening at least 30 inches wide?	___	___	___
4. Is the cord from telephone to handset at least 29 inches long?	___	___	___

R. Seating, Tables, and Work Surfaces

1. Is there at least one fixed or built-in seating, table, or work surface provided in accessible spaces?	___	___	___
2. If seating spaces for people in wheelchairs are provided at tables, counters, or work surfaces, is there a clear floor space that does not overlap knee space more than 19 inches?	___	___	___